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ABSTRACT

This document provides information and data related to the provision of special education in Washington State. Baseline information is presented along with an update of the most current and complete annual data. Information includes: (1) the purpose, membership, goals, and activities of the Special Education Advisory Council (SEAC); (2) Office of Superintendent of Public Instruction (OSPI) special education goals and activities; (3) the history of special education in Washington; (4) special education services and related services; (5) disability categories of children provided with special education services; (6) number of students served; (7) service delivery options; (8) special education personnel; (9) educational service districts; (10) special education funding; (11) reform efforts and special education within Washington State; (12) Comprehensive System of Personnel Development (CSPD) in special education; (13) state needs projects; and (14) additional projects and activities. Information indicates that the percentage of students receiving special education and related services during the 1996-97 school year was 11.13 percent which increased to 11.26 percent during the 1997-98 school year. The change in total enrollment increased by 1.36 percent for a total of 981,003 students in Washington State. The largest disability category continues to be learning disabilities for children with disabilities ages 3-21. (CR)

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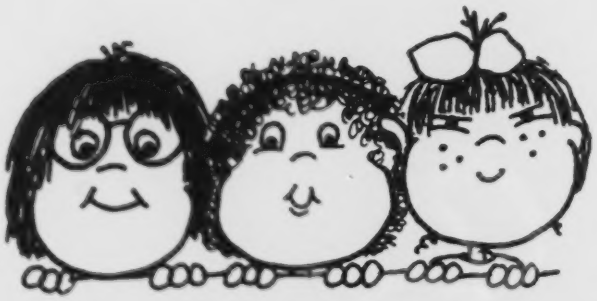
Special Education

. . . a service, not a place.



Sixth Annual Report of Special Education Services in Washington State

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Sixth Annual Report of Special Education Services in Washington State

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This material is available in alternative format upon request. Contact Special Education, 360-753-6733, TDD 360-586-0126, or speced@ospi.wednet.edu. The OSPI complies with all federal and state rules and regulations and does not discriminate on the basis of race, color, national origin, sex, disability, age, or marital status.

December 1998

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Note

Data sources are provided throughout this report. When using the data, please examine the source(s) provided before analyzing and reporting on this information.

Commonly Used Terms

Following is a list of acronyms that may be used throughout this document or you may find in other reading materials published by this office.

504	Section 504 of the Rehabilitation Act of 1973
619	Section 619 of the Individuals with Disabilities Education Act
ADA	Americans with Disabilities Act
ADD/ADHD	attention deficit disorder/attention deficit hyperactivity disorder
AWSP	Association of Washington School Principals
CASE	Council for Administrators of Special Education
CD	communication disorders/communication disordered
CDS	communication disorders specialist
CEC	Council for Exceptional Children
CFR	Code of Federal Regulations
CSL	Commission on Student Learning
CSPD	comprehensive system of personnel development
DD	developmentally delayed/preschool developmentally disabled
DDC	Developmental Disabilities Council
DSHS	Department of Social and Health Services
DVR	Division of Vocational Rehabilitation
EDGAR	Education Department General Administrative Regulations
EHA	Education for Handicapped Act
ESD	educational service district
ESHB	Engrossed Substitute House Bill
FAPE	free appropriate public education
FEPP	Family Educator Partnership Project
FTE	full-time equivalent
GEPA	General Education Provisions Act
ICC	interagency coordinating council
IDEA	Individuals with Disabilities Education Act
IEP	individualized education program
IFSP	individualized family services plan

IHE	institution of higher education
ITEIP	Infants and Toddlers Early Intervention Program
JRA	Juvenile Rehabilitation Administration
LD/SLD	learning disability/specific learning disability
LEA	local educational agency
LEP	limited English proficient
LRE	least restrictive environment
MAA	Medical Assistance Administration
MOESR	maintenance of effort state revenue
MR	mental retardation
NASDSE	National Association of School Directors of Special Education
NECTAS	National Early Childhood Technical Assistance System
OCR	Office for Civil Rights
OFM	Office of Financial Management
OSEP	Office of Special Education Programs
OSERS	Office of Special Education and Rehabilitative Services
OSPI	Office of Superintendent of Public Instruction
OT	occupational therapist
PAVE	Training for Parents of Children in Special Education
PT	physical therapist
RCW	Revised Code of Washington
RFP	request for proposals
RRC	regional resource center
RSVP	Recruitment/Retention System for Vital Personnel in Washington State
SAFE	Schools Are For Everyone
SBD	seriously behaviorally disabled
SEA	state educational agency
SEAC	Special Education Advisory Council
SECVS	special education compliance verification system
SETC	Special Education Technology Center
SIT-UPS	Sensory Impairment Training to Upgrade Professionals' Skills
SLP	speech-language pathologist
SOP	state-operated program
TBI	traumatic brain injury
TRL	Technical Research Laboratory
WAC	Washington Administrative Code
WAEYC/NAEYC	Washington/National Association for the Education of Young Children

WASA	Washington Association of School Administrators
WEA	Washington Education Association
WEdNet	Washington Education Network
WSASP	Washington State Association of School Psychologists
WSD	Washington School for the Deaf
WSSB	Washington State School for the Blind
WWW	World Wide Web

Note From the Director of Special Education

Welcome to the *Sixth Annual Report of Special Education Services in Washington State*. This document provides information and data related to the provision of special education in our state. Baseline information is presented with an update of the most current and complete annual data. We, here in the special education section at the Office of Superintendent of Public Instruction, hope you find the information and data to be helpful in your effort to obtain increased knowledge in the area of special education.

In June of 1997, the Individuals with Disabilities Education Act (IDEA) Amendments of 1997 were signed into law. These amendments call for a closer working relationship between general and special education than ever before. This means that special education-eligible students in our state are more likely to have a meaningful educational experience in the quest to achieve improved educational outcomes for **all** students. However, this legislative intent can only be realized when general and special educators earnestly share their knowledge, expertise, and talents in ways that are practical, complementary, and interconnected.

As a subset of general education, special education is actively engaged in the reform process. It continues to evolve as an appropriate service delivery system for eligible students who can benefit by and profit from specially designed instruction. The evolution of special education is a dynamic, healthy, and natural process. We must continually ask ourselves and, more importantly, those who are the recipients of our services, how we can improve our efforts.

As always, thank you for your interest in the field of special education. Please take the opportunity to access our Web site at http://inform.ospi.wednet.edu/sped/speced.html for more continually updated information, or feel free to contact us at (360) 753-6733 or TDD (360) 586-0126.

Douglas H. Gill, Director
Special Education

Special Education Advisory Council

Guidelines for the Special Education Advisory Council are established in WAC 392-172-500. The WAC describes the membership, purposes, authority, procedures, and guidelines of the SEAC. The purposes of the council are to (1) advise the Superintendent of Public Instruction and make recommendations on all matters related to special education and specifically advise the Superintendent of unmet needs within the state in the education of special education students; (2) comment publicly on the state's annual program plan, state rules regarding the education of special education students, and the procedures for the distribution of funds; and (3) assist the state in developing and reporting such information and evaluations as may assist the federal government. Following is a portion of this WAC describing purpose and membership.

"WAC 392-172-500 Advisory council. (1) The special education state advisory council is hereby established in order to help facilitate the provision of special education and related services to meet the unique needs of special education students.

(2) The membership of the council shall include at least one representative of each of the following groups or entities:

(a) Individuals with disabilities;
(b) Teachers of special education students;
(c) Parents of special education students;
(d) Local administrators of special education programs;
(e) Support services personnel;
(f) Superintendents;
(g) Principals;
(h) Nonpublic schools serving special education students;
(i) School directors;
(j) Institutions of higher education;
(k) Department of social and health services;
(l) The medical profession; and
(m) Other individuals or groups as may hereafter be designated and approved by the superintendent of public instruction . . ."

1998–99 SEAC Goals and Activities/ Topical Goal Areas

The Special Education Advisory Council identified the following goals and activities/topical areas for the 1997–98 school year. These goals and activities were developed in conjunction with SEAC bylaws at the May 1997 meeting and reviewed and revised at each SEAC meeting during the 1997–98 school year. These goals will continue into the 1998–99 school year as well.

Goal A: Identify and advise OSPI of unmet needs.

Goal B: Comment publicly on the state plan and special education rules and regulations as redefined by IDEA '97 Reauthorization.

Goal C: Assist OSPI in developing and reporting information and evaluations to assist OSPI Learning and Teaching division and the OSPI director of Special Education.

Goal D: To assist in the development and review of policy, programs, and operations of the OSPI Special Education section.

Goal E: Advise and make recommendation concerning all policy matters relating to children with disabilities.

Goal F: Coordinate and improve communication among those whose primary interest is the education of children and youth with disabilities.

Goal G: Ongoing SEAC activities (every month as needed).

1998–99 SEAC Membership and Associations Represented

Member Name	Association Represented
Anderson, Gregg	DSHS Division of Developmental Disabilities
Blaine, Karen	Washington PAVE—Training for Parents of Children in Special Education
Carrico, Kristin	The Arc of Washington State
Chelgren, Peggy	Learning Disabilities Association of Washington
Coar, Carol	Washington Educational Staff Associates Council
Dineen, Susan	Washington Association of School Administrators—Special Education Component
Draper, Viki	Washington State School Directors' Association
Eisnaugle, Greg	Washington Federation of Independent Schools
Jones, John, Past Chair	Washington Association of School Administrators—Superintendents
Maguire, Debbie	Washington State PTA
McAuliffe, Senator Rosemary	Washington State Senate
Miller, Darcy, Past Vice Chair	Association for Trainers of Special Education Personnel
Nowak, Renee	Parents at Large
Perkins, Christie	Special Education Coalition
Revell, Pat	School Nurse Organization of Washington
St. George, Gary	Association of Washington School Principals
Swartz, Gayle	Council for Exceptional Children
Tompkins, Barbara	Washington Education Association

OSPI Staff Member	
Gill, Doug	OSPI Director of Special Education
Johnson, Helen	OSPI Administrative Assistant for Special Education and SEAC Executive Secretary

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Members at Large	Association Represented
Dickey, Rita	Alternate for DSHS Division of Developmental Disabilities
Goldstein, Leslie	Alternate for Senator McAuliffe
Hebdon, Heather	Alternate for Washington PAVE—Training for Parents of Children in Special Education and Special Education Coalition
Marick, Judy	Alternate for The Arc of Washington State
Vandewall, Tracy	Alternate for Developmental Disabilities Council
Wasson, Jean	Alternate for Washington State School Directors' Association

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Anne Shureen ashureen@ospi.wednet.edu	Section 619 Coordination Parent/Family Support Projects	ESD 113 and North Central ESD FEPP WAEYC SAFE Parent-to-Parent Speech Language Pathologists
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OSPI Special Education Goals and Activities

OSPI Special Education sets goals for the school year that reflect the needs of children with disabilities and their families and school district personnel in Washington State as well as direction from the state legislature and the federal Congress.

The section, as well as individual staff, set numerous goals in addition to the broad section goals and activities listed below. The section anticipates that more specific activities will be defined after receipt of federal rules and regulations in regard to the reauthorization of IDEA '97.

Purpose:

To increase the performance of special education students in local school district programs and activities.

Section activities include:

- To establish a baseline of student outcomes and educational performance data.
- To implement the Individuals with Disabilities Education Act (IDEA) Amendments of 1997 in a reasonable and responsible manner.
- To maintain program and fiscal accountability.
- To develop a state improvement plan that aligns special and general education for the benefit of all students.

Brief History of Special Education

Washington State Legislation

Washington State became a leader by enacting legislation for children with disabilities and their families. House Bill 90 was passed in 1969 and codified as chapter 28A.155 RCW in 1971. Contained in chapter 392-172 WAC are the rules and regulations that were developed from this legislation.

Services for children with disabilities in Washington State are the responsibility of many agencies within the educational system. The OSPI has overall responsibility for administering federal and state educational programs.

School districts in Washington State serve children with disabilities, aged 3 through 21, who are in need of special education and related services. The services provided are based on the individual needs of each student.

Federal Legislation

Public Law 94-142, the Education for Handicapped Act (EHA), was enacted in November 1975. It mandated that all school systems in the nation must make provision for a free appropriate public education for students regardless of disability. In 1990, P.L. 94-142 became the Individuals with Disabilities Education Act (IDEA). IDEA is the guiding legislation for special education at the funded level. The four main purposes of IDEA are as listed:

1. To provide assistance to states to develop early intervention services for infants and toddlers with disabilities and their families and to ensure a free appropriate public education to all children and youth with disabilities.
2. To ensure that the rights of children and youth with disabilities from birth to age 21 and their families are protected.
3. To assist states and localities to provide for early intervention services and the education of all children with disabilities.
4. To assess and ensure the effectiveness of efforts to provide early intervention services and educate all children with disabilities.

Before the enactment of IDEA, one million children with disabilities were excluded from school and placed in separate schools or institutions; an additional 3.5 million did not receive appropriate programs within the public schools (Rothestein, 1990; Zettle and Ballard, 1982).

On June 4, 1997, the Reauthorization of the Individuals with Disabilities Education Act was signed into law by President Clinton. The intent of this reauthorization was to strengthen academic expectations and accountability for the nation's 5.4 million children with disabilities and to clearly relate the general curriculum to an individualized education program.

The law also requires:

- Regular progress reports to parents.
- Children with disabilities to be included in state and district assessments.
- Performance goals set and reported as done for nondisabled children.
- Increased parental involvement in the education of their children.

Special Education and Related Services

Special education is instruction that is specially designed to meet the unique needs and abilities of a student with disabilities. It must be provided at no cost to the student or parent. Special education services include:

- Classroom and itinerant instruction.
- Physical education instruction.
- Home instruction.
- Hospital and institutional instruction and instruction in other settings.
- Communication disorders services.
- Physical and occupational therapy.
- Orientation and mobility instruction.
- Behavioral intervention.
- Audiological services.
- Specially designed career development.
- Vocational education.

Related services means transportation and developmental, corrective, and other supportive services as are required to assist a student to benefit from special education. Related services include:

- Communication disorders services and audiology.
- Psychological services.
- Physical and occupational therapy.
- Recreation (including therapeutic recreation).
- Early identification and assessment of disabilities in students.
- Counseling services, including rehabilitation counseling.
- Medical services for diagnostic or assessment purposes.
- Orientation and mobility services.
- School health services.
- Social work services in schools.
- Parent counseling and training.
- Classified staff services.

Every eligible student who has a disability and is in need of special education and related services has the basic right, guaranteed by state and federal law, to a free and appropriate public education designed to meet his or her unique education needs. Services are mandated for all eligible students aged 3 through 21.

Disability Categories

Special education and related services are provided to students who meet Washington State eligibility criteria under one of the disability categories defined below. Students must meet specific eligibility criteria for one of these disability categories. For detailed eligibility criteria, refer to WAC 392-172-114 through 392-172-148. In addition, there must be documented an adverse educational impact and need for special education and related services because of a student's disability.

Developmental Delayed—Children under first grade age who are developmentally delayed, orthopedically impaired, health impaired, deaf, hard of hearing, visually impaired, or deaf-blind.

Seriously Behaviorally Disabled—Students who exhibit one or more of the following characteristics over a long period of time and to a marked degree: inability to learn which cannot be explained by intellectual, sensory, or health factors; inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate behavior or feelings under normal circumstances; general mood of unhappiness or depression; physical symptoms or fears associated with personal or school problems.

Communication Disordered—Students who have a documented communication disorder such as stuttering, voice disorder, language impairment, and/or impaired articulation.

Orthopedically Impaired—Students who lack normal function of muscles, joints or bones due to congenital anomaly, disease, or permanent injury.

Health Impaired—Students who have chronic or acute health problems, such as serious congenital heart defect, other congenital syndromes, or other disorders of the cardiorespiratory systems; disorders of the central nervous system, including epilepsy or neurological impairment; or other profound health circumstances or degenerative conditions.

Specific Learning Disability—Students who have a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language. This may include problems in thinking, speaking, or communicating clearly; reading with comprehension; writing legibly and with meaning; and accurately performing mathematical calculations, including those involving reading. A learning disability is indicated by a severe discrepancy between the student's intellectual ability and academic achievement.

Mental Retardation—Students demonstrate significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period.

Multiple Disabilities—Students who have two or more disabling conditions, each of which is so severe as to warrant a special program were the disabling condition to appear in isolation, and the combination of which causes such severe educational problems that the student requires intensive programming and cannot be accommodated in special education programs solely for one of the impairments.

Deafness—Students who have a hearing impairment which is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification.

Hearing Impairment—Students who have a permanent or fluctuating hearing impairment which adversely affects their educational performance.

Visually Impaired—Students who have a visual impairment which even with correction adversely affects the student's educational performance. The term includes both partially sighted and blind students.

Deaf-Blindness—Students whose hearing and vision impairments, in combination, cause such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for deaf or blind students.

Autism—Students who have a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3. Students in this category have a range of intellectual abilities. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The category of autism includes students with pervasive developmental disorders if the students meet eligibility criteria.

Traumatic Brain Injury—Students who have acquired injury to the brain caused by an external physical force resulting in total or partial functional disability and/or psychosocial impairment that adversely affects educational performance and results in the need for special education and related services.

Students Served

During the 1997–98 school year, 110,465 students with disabilities aged 3 through 21, or 11.26 percent of the total school enrollment, were served in the state of Washington. In addition to the 110,465 special education students aged 3 through 21, 1,727 special education students aged 0–2 were also served by school districts. Therefore, total enrollment figures do not include students aged 0–2 because there is no comparative figures for nondisabled 0–2 year olds.

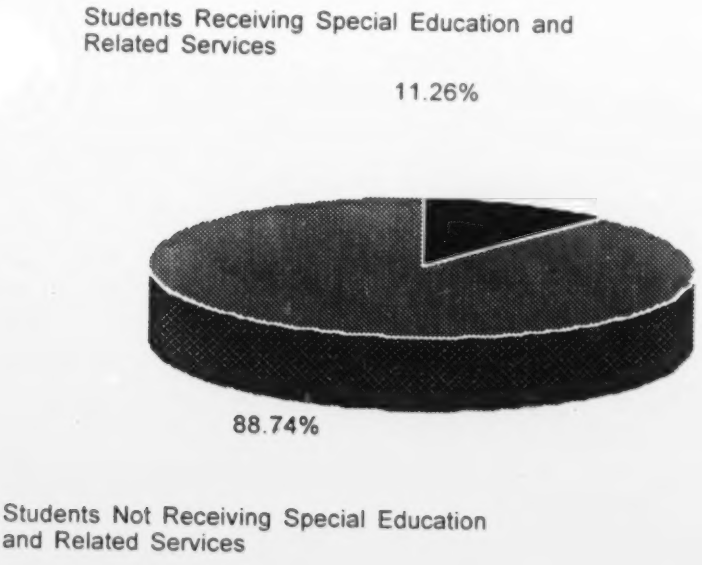
Students Receiving Special Education and Related Services
11.26%
88.74%
Students Not Receiving Special Education and Related Services

Figure 1

Data Source: 1997–98 Report 1735T, dated 6/98.

Table D lists numbers of students by age and percentage of the total population of students receiving special education and related services in Washington State. These data are based on the state eight-month average enrollment and 12-month average total enrollment for the 1997–98 school year. Shown on Table A is the change in students by disability categories from 1982–83 through 1994–95. Also included on Table A are the total enrollment and percentage figures for the 1996–97 and 1997–98 school years. Because of changes in the funding formula, OSPI School Apportionment and Financial Services collects data on students by age and not by disability category. OSPI Special Education collects information on students by disability category on December 1 of each year. Comparing the state eight-month average and the federal December 1 count would be an inconsistent use of this data.

The December 1, 1997, federal count (Tables A and C) is included for your information, but we caution against making comparisons between the two data sets.

The percent of students receiving special education and related services during the 1996–97 school year was 11.13 percent which increased to 11.26 percent during the 1997–98 school year. The change in total enrollment increased by 1.36 percent for a total of 981,003 students in Washington State.

Table A
State of Washington Special Education Enrollment History
Based On Eight-Month Averages

DISABILITY CATEGORY	82-83	83-84	84-85	85-86	86-87	87-88	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98
Developmentally Delayed	3,141	3,540	3,962	4,808	5,552	6,362	7,186	7,960	9,076	10,298	11,260	12,780	13,912			
Seriously Behaviorally Disabled	3,718	3,402	3,360	3,498	3,641	3,898	4,089	4,298	4,521	4,819	5,132	5,362	5,480			
Orthopedically Impaired	684	737	736	768	823	894	930	993	1,018	1,073	1,157	1,140	1,104			
Health Impaired	1,403	1,524	1,688	1,955	2,339	2,842	3,507	4,251	5,173	6,374	7,991	9,966	12,461			
Specific Learning Disability	31,406	33,593	33,985	33,750	33,614	34,290	35,118	36,417	37,548	39,040	40,551	41,493	42,594			
Mental Retardation - Mild	6,179	6,003	5,852	5,844	5,853	5,820	5,712	5,652	5,704	5,744	5,853	6,074	6,322			
Mental Retardation - Moderate	1,588	1,530	1,390	1,339	1,341	1,314	1,315	1,333	1,302	1,268	1,229	1,234	1,248			
Mental Retardation - Severe	348	328	328	315	291	285	273	267	272	251	237	241	230			
Multiple Disabilities	1,087	1,193	1,246	1,356	1,441	1,611	1,850	2,043	2,289	2,566	2,768	2,959	3,221			
Deafness	445	418	379	340	320	326	317	327	371	374	387	385	380			
Hearing Impairment	535	575	574	665	765	879	1,032	1,175	1,341	1,477	1,653	1,839	1,958			
Visually Impaired	270	266	232	210	207	212	229	244	272	284	288	288	300			
Deaf-Blindness	19	19	12	16	16	13	18	17	22	24	23	20	24			
Communication Disordered	11,683	12,360	12,480	12,708	13,224	13,889	14,581	15,289	15,897	16,710	17,076	17,327	17,524			
HC Enrollment	62,506	65,488	66,223	67,572	69,426	72,634	76,157	80,264	84,805	90,302	95,605	101,108	106,758	106,665	107,732	110,465
Total Enrollment	738,618	736,121	740,976	748,694	761,847	775,919	790,490	809,733	839,320	868,676	889,692	909,525	928,669	947,857	967,803	981,003
% HC to Total Enrollment	8.46%	8.90%	8.94%	9.03%	9.11%	9.36%	9.63%	9.91%	10.10%	10.40%	10.75%	11.12%	11.50%	11.25%	11.13%	11.26%
% Change HC Enrollment		4.77%	1.12%	2.04%	2.74%	4.62%	4.85%	5.39%	5.66%	6.48%	5.87%	5.76%	5.59%	-0.09%	1.00%	2.54%
% Change Total Enrollment		-0.34%	0.66%	1.04%	1.76%	1.85%	1.88%	2.43%	3.65%	3.50%	2.42%	2.23%	2.10%	2.07%	2.10%	1.36%

Data Source: 1982–83 through 1987–88 Memo from Tom Case to Terry Michalson, dated 1-31-89.
1988–89 through 1991–92 Memo from Tom Case to Ken Kanikeberg, dated 12-1-93.
1992–93 Reports 1251H and 1735T, dated 1-19-94.
1993–94 Reports 1251H and 1735T, dated 1-24-95.
1994–95 Reports 1251H and 1735T, dated 1-8-96.
1995–96 Reports 1251H and 1735T, dated 2/98. Data available in funding categories 0–2 and 3–21 only. Figures above only reflect 3–21 category.
1996–97 Reports 1251H and 1735T, dated 2/98. Data available in funding categories 0–2 and 3–21 only. Figures above only reflect 3–21 category.
1997–98 Reports 1251H and 1735T, dated 6/98. Data available in funding categories 0–2 and 3–21 only. Figures above only reflect 3–21 category.

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Table B
Individuals With Disabilities Education Act (IDEA), Part B
December 1, 1997, Child Count Report
State Summary

Age (as of Dec. 1, 1997)	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Totals
Developmentally Delayed	2,065	3,443	4,165	874	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	10,547
Seriously Behaviorally Disabled	X	X	X	131	223	318	365	414	433	509	520	589	505	472	367	186	48	17	3	5,100
Orthopedically Impaired	X	X	X	71	107	99	86	94	79	69	44	67	56	43	50	27	8	6	0	906
Health Impaired	X	X	X	537	968	1,221	1,378	1,484	1,550	1,526	1,519	1,378	1,227	1,031	884	454	126	46	6	15,335
Specific Learning Disability	X	X	X	937	2,184	3,301	4,345	4,754	4,974	4,950	4,752	4,329	3,875	3,388	2,787	1,645	370	87	17	46,695
Mental Retardation	X	X	X	311	459	577	632	640	616	659	578	569	582	554	500	378	269	172	39	7,535
Multiple Disabilities	X	X	X	116	158	176	238	208	229	235	274	236	217	231	200	182	134	154	20	3,008
Deafness	X	X	X	29	36	41	47	43	29	50	56	51	36	45	44	15	11	2	2	537
Hearing Impairment	X	X	X	66	92	119	143	138	129	130	123	126	96	91	72	50	17	4	0	1,396
Visually Impaired	X	X	X	20	24	21	21	27	20	26	21	36	29	27	30	18	4	1	1	326
Deaf-Blindness	X	X	X	3	2	2	0	3	2	2	3	2	3	2	2	1	1	0	0	28
Communication Disordered	250	645	1,433	2,712	3,124	3,361	2,692	1,901	1,035	526	243	149	62	46	31	14	4	0	0	18,228
Autism	X	X	X	107	105	76	88	50	51	38	24	29	32	30	16	14	4	8	0	672
Traumatic Brain Injury	X	X	X	10	15	10	21	13	15	15	18	19	17	23	18	19	4	5	1	223
Totals	2,315	4,088	5,598	5,924	7,497	9,322	10,056	9,769	9,162	8,735	8,175	7,580	6,737	5,983	5,001	3,003	1,000	502	89	110,536

Data Source: December 1, 1997, federal child count submitted to OSEP 2/98.

Table C
Individuals With Disabilities Education Act (IDEA), Part B
December 1, 1997, Child Count Report
ESD Summary

Age (as of Dec. 1, 1997)	101	105	112	113	114	121	123	171	189	State Schools	Total State
Developmentally Delayed	750	742	1,003	1,051	558	3,526	588	493	1,830	6	10,547
Seriously Behaviorally Disabled	363	181	699	484	259	1,998	178	81	856	1	5,100
Orthopedically Impaired	109	45	82	65	57	327	66	50	104	1	906
Health Impaired	1,202	558	1,241	1,338	974	6,273	986	394	2,368	1	15,335
Specific Learning Disability	4,354	2,551	3,832	3,998	2,788	17,813	2,602	1,730	7,027	0	46,695
Mental Retardation	858	687	555	631	462	2,445	469	418	1,010	0	7,535
Multiple Disabilities	310	136	356	271	191	1,033	165	99	438	9	3,008
Deafness	21	9	56	28	24	159	15	16	67	142	537
Hearing Impairment	93	90	319	132	80	354	96	75	157	0	1,396
Visually Impaired	20	18	18	15	21	89	25	13	55	52	326
Deaf-Blindness	1	2	1	4	2	10	0	1	2	5	28
Communication Disordered	1,944	1,145	2,010	1,104	1,216	5,804	829	850	3,326	0	18,228
Autism	48	19	84	41	20	311	44	11	93	1	672
Traumatic Brain Injury	30	16	32	12	8	77	15	8	24	1	223
Totals	10,103	6,199	10,288	9,174	6,660	40,219	6,078	4,239	17,357	219	110,536

Data Source: December 1, 1997, federal child count submitted to OSEP 2/98.

Table D
State of Washington Special Education Enrollment History
Based on Eight-Month Averages

Disability Category	1995–96	1996–97	1997–98
Age 0–2	1,760	1,689	1,727
Age 3–21	106,666	107,732	110,465
Total	108,426	109,421	112,192

Data Source: 1995–96 Report 1251H, dated 1/97, and Report 1735T, dated 3/97.
1996–97 Reports 1251H and 1735T, dated 2/98.
1997–98 Reports 1251H and 1735T, dated 6/98.

Table E, shown below, displays the disability categories by percent of the total special education population (ages 3 through 21). **These figures are based on the December 1, 1997, federal child count report.**

Table E

Disability Category	Percent of Total Students Receiving Special Education and Related Services
Developmentally Delayed	9.54%
Seriously Behaviorally Disabled	4.61%
Orthopedically Impaired	0.82%
Health Impaired	13.87%
Specific Learning Disability	42.24%
Mental Retardation	6.82%
Multiple Disabilities	2.72%
Deafness	0.49%
Hearing Impairment	1.26%
Visually Impaired	0.29%
Deaf-Blindness	0.03%
Communication Disordered	16.49%
Autism	0.61%
Traumatic Brain Injury	0.20%

Data Source: December 1, 1997, federal child count figures submitted to OSEP 2/98.

Table F
Children With Disabilities Served in the United States
Aged 3 Through 21
and the Percentage Change Each Year

School Year	Total Served	Percentage Change of Number Served From Previous Year
1995–96	5,169,099	3.5
1994–95	5,430,223	1.2
1993–94	5,363,766	4.0
1992–93	5,155,853	3.4
1991–92	4,986,039	3.7
1990–91	4,807,441	2.8
1989–90	4,675,619	2.4
1988–89	4,568,063	1.8
1987–88	4,485,702	1.4
1986–87	4,421,601	1.2
1985–86	4,370,248	0.2
1984–85	4,363,031	0.5
1983–84	4,341,399	1.0
1982–83	4,298,327	1.5

Data Source: OSEP 19th Annual Report to Congress.

A total of 5,519,099 children and youth with disabilities aged 3 through 21 were served under IDEA during the 1995–96 school year. This was an increase of 188,876 students or 3.5 percent from the 1994–95 school year. Total school enrollment for the United States during the 1995–96 school year was 45,363,691.

The largest disability category continues to be learning disabilities (46.2 percent within the United States and 42.2 percent within Washington State) for children with disabilities ages 3 through 21. Increases in autism and traumatic brain injury disabilities categories are attributed to reclassification of students during their reevaluation periods.

There have been several factors identified in previous reports to Congress that may continue to contribute to the increase in children and youth with disabilities receiving special education and related services. A few are listed below:

- Continued increase in the percentage of children aged birth through 2 served.
- Children living in poverty.
- Increased prenatal exposure to alcohol and drugs coupled with a diminishing social services support.
- Advances in medical technology.

- Increased focus on students with attention deficit hyperactivity disorder.

These are definitely not all the factors, but the few noted above have been consistently identified by groups over many years.

Table G below shows the changes in total and special education enrollment in Washington State from 1982–83 through 1997–98. The data are also graphed in Figure 2 following this table. Special education enrollment in Washington State increased 2.54 percent from 1996–97 to 1997–98 and total school enrollment for the state increased by 1.36 percent.

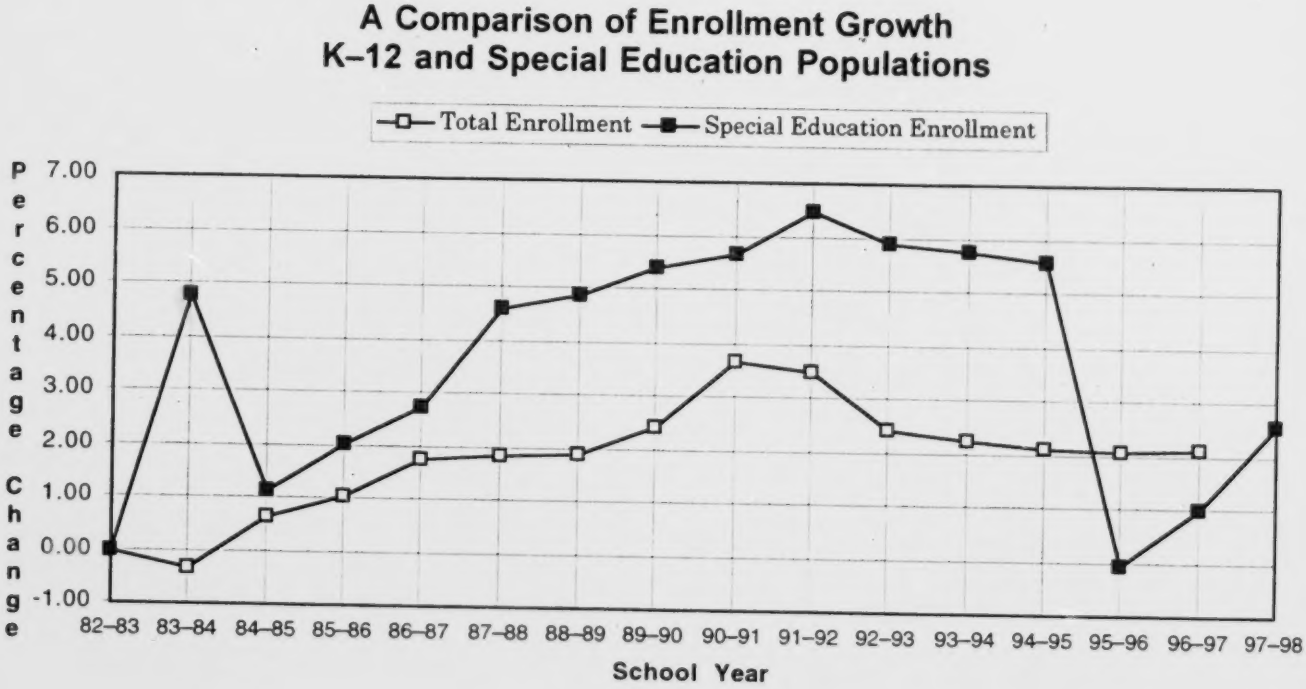
Table G
Washington State
Changes in Total Enrollment and Special Education Enrollment

School Year	Total Enrollment	Percent Change in Total Enrollment	Special Education Enrollment	Percent Change in Special Education Enrollment
1982–83	738,618	---	62,506	---
1983–84	736,121	-0.34	65,488	4.77
1984–85	740,976	0.66	66,223	1.12
1985–86	748,694	1.04	67,572	2.04
1986–87	761,847	1.76	69,426	2.74
1987–88	775,919	1.85	72,634	4.62
1988-89	790,490	1.88	76,157	4.85
1989–90	809,733	2.43	80,264	5.39
1990–91	839,320	3.65	84,805	5.66
1991–92	868,676	3.50	90,302	6.48
1992–93	889,692	2.42	95,605	5.87
1993–94	909,525	2.23	101,108	5.76
1994–95	928,669	2.10	106,757	5.59
1995–96	947,857	2.07	106,666	-0.09
1996–97	967,803	2.10	107,732	1.00
1997–98	981,003	1.36	110,465	2.54

Data Source: See Tables A and D for references.

Figure 2, shown below, displays the data from Table G in an alternative fashion.

Figure 2



Data Source: See Tables A, D, and G for references.

Table H
Comparison of Washington and United States
Percentage of Disability Categories to Total Special Education Enrollment
of Students with Disabilities Aged 3 Through 21
Based on the 1995–96 School Year

Disability Category	Washington	United States
Developmentally Delayed	9.54%	9.76%
Seriously Behaviorally Disabled	4.61%	7.80%
Orthopedically Impaired	0.82%	1.12%
Health Impaired	13.87%	2.37%
Specific Learning Disability	42.24%	46.22%
Mental Retardation	6.82%	10.42%
Multiple Disabilities	2.72%	1.68%
Hearing Impairment*	1.75%	1.21%
Visually Impaired	0.29%	0.45%
Deaf-Blindness	0.03%	0.02%
Communication Disordered	16.49%	18.26%
Autism	0.61%	0.51%
Traumatic Brain Injury	0.20%	0.17%
Totals	0.9999%	100.00%

Data Source: Table E and OSEP 19th Annual Report to Congress.

*Hearing impairment includes deafness and hearing impairment.

Service Delivery Options

Special education and related services are provided to students in the least restrictive environment. Districts report how students receive services in the four following general placement areas as defined by the U.S. Department of Education.

Regular Class—Children and youth with disabilities receive a majority of their education program with nondisabled children and youth; special education and related services outside that classroom are received less than 21 percent of the school day.

Resource Room—Children and youth with disabilities receive special education and related services outside the regular classroom for at least 21 percent, but not more than 60 percent, of the school day.

Separate Class—Children and youth with disabilities receive special education and related services outside the regular classroom for more than 60 percent of the school day.

Other, which includes:

Private and Public Residential Facilities/Nonpublic Agencies—Preschoolers, children, and youth with disabilities reside and/or receive special education and related services for greater than 50 percent of the day.

Homebound/Hospital Settings—Preschoolers, children, and youth with disabilities receive special education in medical treatment facilities or at home.

Within the state of Washington 48 percent of students with disabilities received special education and related services in regular school buildings (which include regular classrooms, resource rooms, and separate class placements) during the 1995–96 school year. Specific settings in which special education services were delivered are depicted in Figure 3.

Nationally, 44.5 percent of all students aged 6 through 21 with disabilities were served in regular classes. Placement varies by a student's disability and also a student's age. National data continue to indicate 87 percent of students with speech or language impairments were served in the regular classes for more than 80 percent of the day. Also, students aged 6 through 11 were more likely to receive services in regular class placements than students aged 12 through 17 or 18 through 21. These national trends are also similar for placement data in Washington State.

Data are not collected on the number of regular teachers who work with students with disabilities.

Beginning with the 1998–99 school year, data will be collected from school districts for children aged 3 through 5 with disabilities in the following service settings:

Early Childhood Setting—Children with disabilities, aged 3 through 5, who received all of their special education and related services in educational programs designed primarily for children without disabilities.

Early Childhood Special Education Setting—Children with disabilities, aged 3 through 5, who received all of their special education and related services in educational programs designed primarily for children with disabilities housed in regular school buildings or other community-based settings.

Home—Children with disabilities, aged 3 through 5, who received all of their special education and related services in the principal residence of the child's family or caregivers.

Part-Time Early Childhood/Part-Time Early Childhood Special Education Setting—Children with disabilities, aged 3 through 5, who received their special education and related services in multiple settings, such that (1) a portion of their special education and related services is provided at home or in educational programs designed for children **without** disabilities, and (2) the remainder of their special education and related services is provided in programs designed primarily for children **with** disabilities.

Residential Facility—Children with disabilities, aged 3 through 5, who received all of their special education and related services in publicly or privately operated residential schools or residential medical facilities on an inpatient basis.

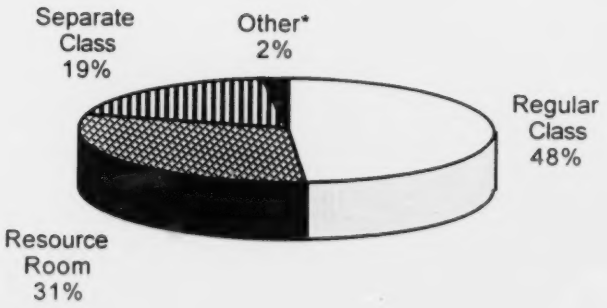
Separate School—Children with disabilities, aged 3 through 5, who received all of their special education and related services in educational programs in public or private day schools specifically for children with disabilities.

Itinerant Service Outside the Home (OPTIONAL)—Children with disabilities, aged 3 through 5, who received all of their special education and related services at a school, a hospital facility on an outpatient basis, or other location for a short period of time (no more than three hours per week).

Reverse Mainstream Setting (OPTIONAL)—Children with disabilities, aged 3 through 5, who received all of their special education and related services in educational programs designed primarily for children with disabilities but that include 50 percent or more children without disabilities.

These additions are in conjunction with the data collection requirements of the IDEA '97 Reauthorization.

Figure 3
Service Delivery Settings
by Percentage
Washington State



Data Source: 1996–97 Federal Data Report submitted to OSEP 2/98.

*Private and public residential facilities, nonpublic agencies, and homebound/hospital settings are included in the other category.

Special Education Personnel

Special education and related and supplementary services are provided by a variety of dedicated personnel. Table I lists staff paid from special education funds for the 1996–97 school year.

FTEs reported below do not include staff charged to basic education revenues as in the past. Table I include staff reported using excess cost resources only.

Table I

Special Education Staff	Number Employed (FTE)	Percentage of Total Special Education Staff
Paraeducators	3,769.40	40.49%
Teacher	3,318.86	35.65%
Speech-Language Pathologists/Audiologists	672.39	7.22%
School Psychologists	543.33	5.84%
Other Noncertificated Staff	411.32	4.42%
Occupational Therapists	185.38	1.99%
Administrators	174.82	1.88%
Physical Therapists	93.78	1.01%
Other Certificated Staff	52.98	0.57%
School Social Worker	35.36	0.38%
School Nurses	33.39	0.36%
Counselors	17.85	0.19%
Total FTE	9,308.86	100.00%

Data Source: OSPI School District Personnel Summary Report 1996–97.

The figures above also do not include regular classroom teachers and other staff who provide services to students with or without disabilities as part of the regular education programs.

Additional staff such as audiologists, speech-language pathologists, and occupational and physical therapists are contracted to deliver special education and related and supplementary services. These data are not reported specifically to OSPI.

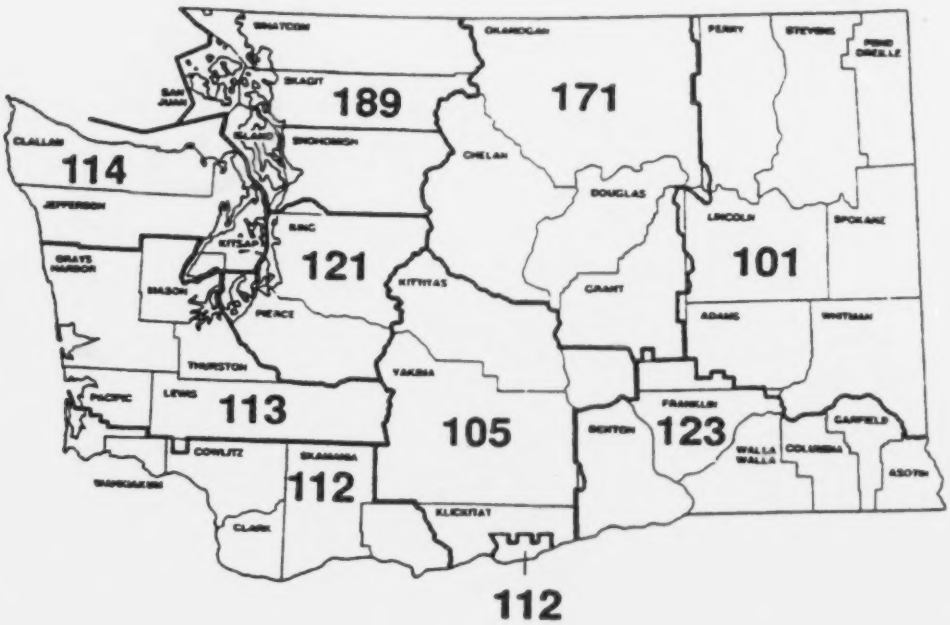
Paraeducators accounted for more than 40 percent of the special education staff reported in Table I above. This number has steadily increased over the years. Training programs focusing on teacher aides (paraeducators) continue to be an area

of focus for the comprehensive system of personnel development's advisory committee.

Additionally, two of Washington's state needs projects focus on paraeducators. Information on the Bates Technical College (BTC) Paraeducator Training Program is on page 57 and the Special Education Professional Development for Paraeducators Project is on page 69.

Educational Service Districts (ESDs)

There are nine educational service districts throughout Washington State. The map below outlines the locations of the ESDs. The services that ESDs offer vary according to the needs of each region.



For the 1997–98 school year, ESDs were contracted by OSPI to complete an assortment of different activities focusing on the essential academic learning requirements. These activities included:

Goal Area	Objectives	Deliverables
1	Identify regional innovative/promising instructional practices that directly relate to special education students in the areas of (1) reading and (2) transition.	Regional resource guide/Web page describing promising practices by age, grade, and disability appropriateness.

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1	Assist local districts, as necessary, in the development of regional innovative/promising instructional practices that directly relate to special education students in the areas of (1) reading and (2) transition.	Regional needs assessment using a state format and log or evidence of program development efforts with districts.
2	Coordinate regional planning efforts with OSPI Special Education staff and "state needs" projects also funded with federal discretionary special education moneys.	Regional coordination and evaluation (data-based) of state needs project effectiveness and recommendations for improvement.
3	Provide technical assistance to local districts in the region regarding curriculum-based assessment, statewide testing accommodations, and certificate of mastery issues that directly relate to special education students.	Conference/workshop calendar; technical assistance source book that does not compromise compliance issues, but is consistent with the standards developed by the Commission on Student Learning; and other statewide efforts in these areas.
4	Disseminate validated regional innovative/promising instructional practices that directly relate to special education students in the areas of (1) reading and (2) transition.	Common regional format abstracts of promising practices, including evaluation data by age, grade, and disability appropriateness; conferences/ workshops or other forums to present programs to others.
4	Identify, develop, evaluate, and disseminate regional innovative/ promising instructional practices in the area of early childhood special education (ages 0–5) focusing on (1) literacy and (2) transition services.	Same as above, but different content area.
1, 2, 3, 4	Collaboration on statewide OSPI-sponsored school improvement activities.	

Activities for the 1998–99 school year will again focus on the essential academic learning requirements and the Washington Assessment of Student Learning (WASL). Activities had not been determined at the time this document went to print. For additional information, the special education contact at each ESD is provided on the following page.

Educational Service Districts
Special Education Contact and OSPI Contact

Special Education Contact	Telephone	E-Mail Address (no spaces or returns)	ESD Location	OSPI Key Contact
Kathy Christiansen	509-456-7086 Fax 625-5215	kchristiansen@esd101.net	**ESD 101** W. 1025 Indiana Ave. Spokane, WA 99205-4400	Don Hanson
Ron Sherman	509-454-3110 Fax 575-2918	rons@esd105.wednet.edu	**ESD 105** 33 S. 2nd Ave. Yakima, WA 98902	Lou Colwell
Dennis Mathews	360-750-7500 Fax 750-9706	dennis.mathews@esd112.k12.wa.us	**ESD 112** 2500 NE 65th Ave. Vancouver, WA 98661-6812	Wayne Johnson
Dave McKenna	360-586-2942 Fax 586-4658	dmckenna1@esd113.wednet.edu	**ESD 113** 601 McPhee Rd. SW Olympia, WA 98502-5080	Anne Shureen
Carol Pacheco	509-529-3700 Fax 527-4176	cpacheco@columbia.esd123.wednet.edu	**ESD 123** 124 S. Fourth Ave. Pasco, WA 99301	Leslie Weaver
Terri Thurston	509-664-0360 Fax 662-9027	territ@web.ncesd.k12.wa.us	**North Central ESD (171)** PO Box 1847 Wenatchee, WA 98807-1847	Anne Shureen
John Bresko	360-424-9573 Fax 424-2146	jbresko@esd189.wednet.edu	**Northwest ESD 189** 205 Stewart Road Mount Vernon, WA 98273-5462	Don Hanson
Debra Knesal	360-478-6886 Fax 478-6896	dknesal@orca.esd114.wednet.edu	**Olympic ESD 114** 105 National Ave. N. Bremerton, WA 98312	Wayne Johnson
Mick Moore	206-439-6916 Fax 439-3961	mmoore@psesd.wednet.edu	**Puget Sound ESD (121)** 400 SW 152nd St. Burien, WA 98166-2209	Leslie Weaver

Special Education Funding

Table J

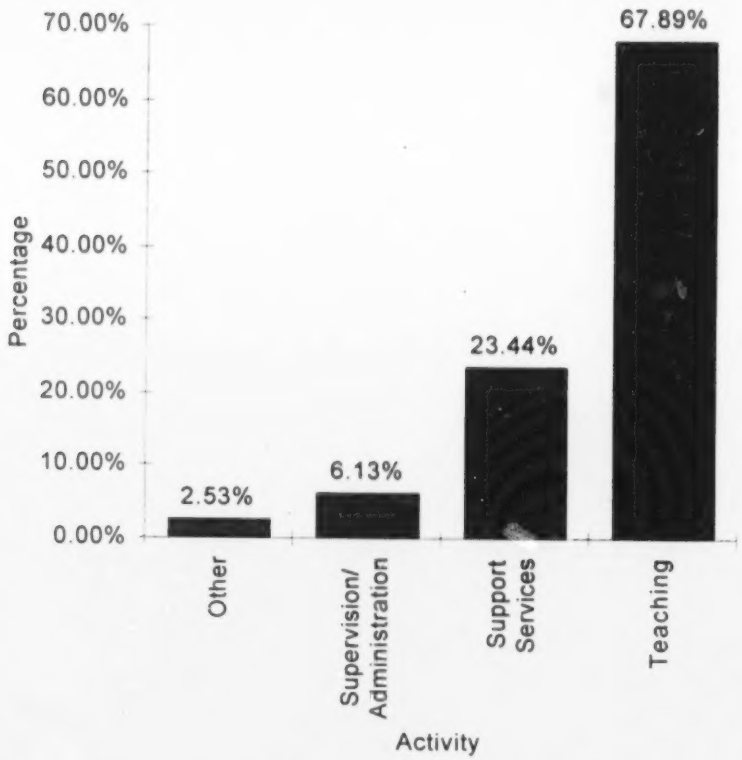
Source	Amount	Percent
State resources*	$407,495,778.41	67.40%
Local resources	$132,943,187.45	21.99%
Federal resources	$54,934,016.49	9.09%
Other resources	$9,196,096.71	1.52%
Total expenditures	$604,569,079.06	100.00%

Data Source: OSPI 1996–97 F-196 Annual Year-End Financial Statements.

***State resources do not include basic education revenues as in the past; only excess cost resources are reported above.**

The percentage of local school district expenditures by activity and object are shown in Figures 4 and 5. Activity expenditures are those associated with the major activities of schools. As indicated on this page, approximately 91 percent of all direct expenditures are for instruction and related services (support services and teaching). These activities are considered direct services to students.

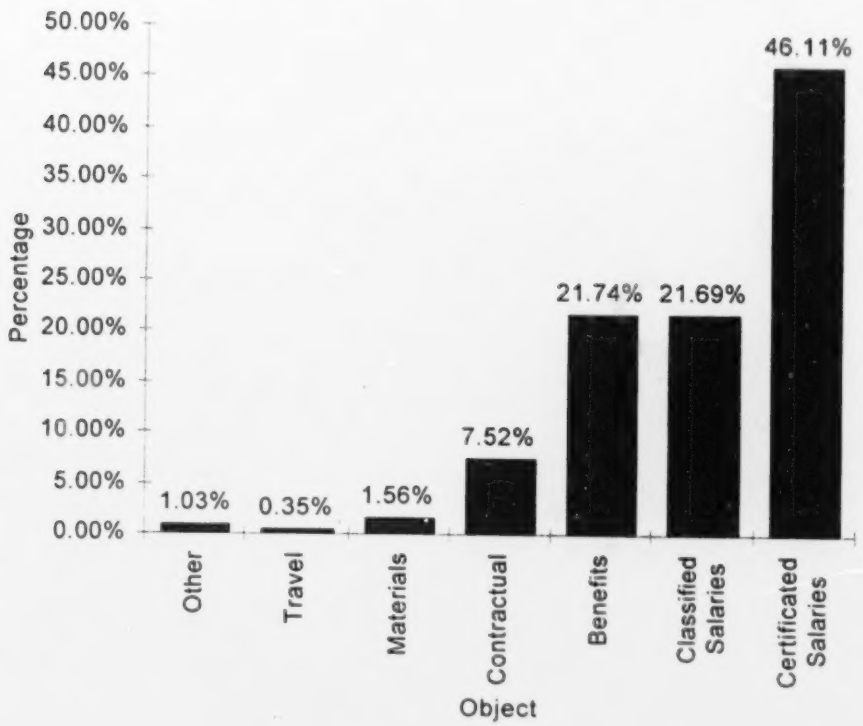
Figure 4
Distribution of Direct Expenditures for the Education of Students With Disabilities by Activity, 1996–97



Data Source: OSPI 1996–97 F-196 Annual Year-End Financial Statements.

Object expenditures are those associated with the major line items in a typical school budget. Almost 90 percent of the expenditures are for district direct service personnel-related costs (certificated and classified salaries and benefits).

Figure 5
Distribution of Direct Expenditures for the Education of Students With Disabilities by Object, 1996–97



Data Source: OSPI 1996–97 F-196 Annual Year-End Financial Statements.

The percentage of expenditures for activity and object items listed in Figures 4 and 5 are consistent of past school district spending practices. Most contractual services are also for personnel costs. A district may contract with other districts to provide special education and related services. Total personnel costs, including contractual expenditures, are 97 percent of total direct expenditures.

IDEA-B Funds

For FY (fiscal year) 1996–97, the state of Washington was awarded $42,946,007 in IDEA funds based on the December 1, 1995, child count of 106,413 students with disabilities receiving special education and related services as defined in their individualized education programs.

For FY 1997–98, the state of Washington was awarded $56,220,228 in IDEA funds based on the December 1, 1996, child count of 107,017 students with disabilities receiving special education and related services as defined in their individualized education programs.

These funds were allocated across three broad areas: flow-through, discretionary, and administration.

1996–97 LEA Flow-Through—Eighty percent of the IDEA-B state grant funds, or $38,627,919 (or $34,771,035 before the supplemental grant award), was distributed to LEAs on a flow-through basis. LEAs received a total of $363 ($326) for each student with a disability receiving special education and related services as defined in their individualized education programs.

1997–98 LEA Flow-Through—Eighty-four percent of the IDEA-B state grant funds, or $48,575,276, was distributed to LEAs on a flow-through basis. LEAs received a total of $454 for each student with a disability receiving special education and related services as defined in their individualized education programs.

1996–97 Discretionary Projects—Fifteen percent of the IDEA-B state grant funds. or $7,730,281, was used for discretionary projects.

1997–98 Discretionary Projects—Eleven percent of the IDEA-B state grant funds, or $6,184,225, was used for discretionary projects.

The distribution process for federal funding received by the state of Washington under IDEA, Title VI-B follows:

- Discretionary funds are utilized by the state in support of direct service provision to its disabled population.
- The categories of use of these funds are determined by the use of needs assessment data compiled and analyzed by OSPI in response to expressed field needs.
- Needs assessment data are collected in conjunction with data obtained through the CSPD and collected statewide through ESD and LEA personnel, with input obtained from the Special Education Advisory Council, advocate agencies,

professional organizations (CEC, CASE, WASA, etc.), parents, and OSPI Special Education staff.

Categories of discretionary funding allocations are adoptions, competitive requests for proposals (RFPs), conferences, contracts, inservice coordinators, institution mini-grants, regional discretionary, regional reallocation, regional SBD, second-year competitives, state needs, summer institutes, state institutions, and planning purposes.

1996–97 Administration—The remaining 5 percent of state grant funds, or $2,147,300, was used for state administrative costs.

1997–98 Administration—The remaining 5 percent of state grant funds, or $2,811,011, was used for state administrative costs.

IDEA-B Section 619 Funds

For FY 1996–97, the state of Washington was awarded $8,239,056 in Section 619, IDEA-B funds. This amount was based on the December 1, 1995, child count of 12,554 children with disabilities (aged 3 through 5) receiving special education and related services as defined in their individualized education programs.

For FY 1997–98, the state of Washington was awarded $7,700,966 in Section 619, IDEA-B funds. This amount was based on the December 1, 1996, child count of 12,013 children with disabilities (aged 3 through 5) receiving special education and related services as defined in their individualized education programs.

1996–97 LEA Flow-Through (619 Funds)—Eighty percent of the IDEA-B Section 619 state preschool grant funds, or $7,984,344 (or $6,673,635 before the supplemental grant award), was distributed to LEAs on a flow-through basis. LEAs received a basic allocation of $636 ($557) per eligible child with disabilities based on the December 1, 1995, child count. LEAs (either single district or cooperatives) applied for flow-through funds by completing the application and budget forms. LEAs completed separate applications and budgets for IDEA and 619 funds.

1997–98 LEA Flow-Through (619 Funds)—Eighty-four percent of the IDEA-B Section 619 state preschool grant funds, or $6,924,000, was distributed to LEAs on a flow-through basis. LEAs received a basic allocation of $577 per eligible child with disabilities based on the December 1, 1996, child count. LEAs (either single district or cooperatives) applied for flow-through funds by completing the application and budget forms. LEAs completed separate applications and budgets for IDEA and 619 funds.

1996–97 Discretionary Projects—Fifteen percent of the Section 619 state preschool grant funds, or $1,153,468, was used for discretionary projects.

1997–98 Discretionary Projects—Eleven percent of the Section 619 state preschool grant funds, or $847,106, was used for discretionary projects.

Categories of discretionary funding allocations are conferences, early childhood coordinators, regional discretionary, state needs, and summer institutes.

1996–97 Administration—The remaining 5 percent of state preschool grant funds, or $411,953, was used for state administrative costs.

1997–98 Administration—The remaining 5 percent of state preschool grant funds, or $385,048, was used for state administrative costs.

Special Education Safety Net Funds

In 1995, the Washington State Legislature revised the state special education funding formula for children with disabilities. Engrossed Substitute House Bill (ESHB) 1410 (Sec. 508) stated: "In recognition of the need for increased flexibility at the local district level to facilitate the provision of appropriate education to children with disabilities and the need for substantive educational reform for a significant portion of the school population, the funding formula for special education is modified. These changes result from a 1994 study and recommendations by the Institute for Public Policy and the Legislative Budget Committee, aided by the Office of Superintendent of Public Instruction and the statewide task force for the development of special education funding alternatives. The new formula is for allocation purposes only and is not intended to prescribe or imply any particular pattern of special education service delivery other than that contained in a properly formulated, locally determined, individualized education program."

In conjunction with the funding formula change, ESHB 1410 (Sec. 508) required that a special education safety net system be developed and implemented to provide a process whereby school districts that demonstrated additional funding needs for special education programs beyond the amounts provided in the funding formula could access additional funds. Conditions under which a school district could apply for safety net funding are:

1. **Maintenance of State Revenue.** Maintenance of state revenue funding is calculated by OSPI to maintain 1994–95 special education revenues in aggregate (total dollars) or per funded pupil, whichever is less. The maximum award amount is recalculated monthly by OSPI and displayed with monthly apportionment reports (Report 122-SNET).
2. **Students Above the Funded Percentage.** This application is for districts with 3–21-year-old special education students over the maximum state-funded enrollment percentage.
3. **Student Demographics.** This application is for districts whose special education costs exceed available revenues due to the unusual concentration of disabilities and needs of students in the district. The regular special education formula assumes that high-cost and low-cost students are fairly evenly distributed throughout the district. This application is for districts where high-cost students are concentrated due to various factors such as the presence of facilities for persons with special needs or student placements beyond the control of the school district. This application should consider all high-cost individuals. Any high-cost individual applications submitted after or in conjunction with a demographic application will only be considered by the committee for new individuals or events occurring after the date of the demographic application.
4. **High-Cost Individual Students.** This application is for districts whose special education costs exceed revenues due to the presence of one or more high-cost individual student(s).

Following is a summary of safety net applications and awards for the 1997–98 school year.

1997–98 Summary of Safety Net Applications Funding		
MOESR Funding	$5,087,413	72.53%
Percentage Funding	$1,331,170	18.98%
Demographics	$275,000	3.92%
High-Cost Individual Funding	$320,437	4.57%
TOTAL	**$7,014,020**	
Total Funding of State Dollars	$6,693,583	95.43%
Total Funding of Federal Dollars	$320,437	4.57%
TOTAL	**$7,014,020**	

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1997–98 Summary of Safety Net Applications by ESD					
ESD	NUMBER OF DISTRICTS APPLYING	NUMBER OF APPLICATIONS	NUMBER OF DISTRICTS APPROVED BY STATE OVERSIGHT COMMITTEE	NUMBER OF APPLICATIONS APPROVED BY STATE OVERSIGHT COMMITTEE	PERCENTAGE OF APPLICATIONS APPROVED BY ESD
101 (Spokane)	19	19	18	18	94.74%
105 (Yakima)	2	3	2	3	100.00%
112 (Vancouver)	8	14	8	13	92.86%
113 (Olympia)	23	27	22	24	88.89%
114 (Bremerton)	7	9	7	8	88.89%
121 (Seattle)	4	4	4	4	100.00%
123 (Walla Walla)	8	9	8	9	100.00%
171 (Wenatchee)	7	7	4	4	57.14%
189 (Mount Vernon)	8	10	7	8	80.00%
TOTAL	86	102	80	91	
Percent Approved			93.02%	89.22%	

1997–98 Summary of Safety Net Applications by Request Category					
	MOESR	PERCENTAGE	DEMO	HCI	TOTALS
Total Number of Applications	57	32	1	22	112
Percent of Total Applications	50.89%	28.57%	0.89%	19.64%	100.00%
Number of Applications Approved by State Oversight Committee	57	31	1	12	101
Percent of Total Applications Approved by State Oversight Committee	100.00%	96.88%	100.00%	54.55%	90.18%

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Reform Efforts and Special Education Within Washington State

Accommodations: Continuing the Dialogue

In February 1997, an historic event took place in Washington State. It was the beginning of a dialogue that eventually produced the *Guidelines for Inclusion and Accommodations for Special Populations on State Level Assessments* (December 1997). The guidelines were the result of a collaborative effort of 31 special education, bilingual, migrant, Title I, and gifted education educators and parents.

The Commission on Student Learning Accommodations Committee met to establish guidelines for maximum inclusion of all students on the new Washington Assessment of Student Learning (WASL), the new state performance-based assessment administered in Grades 4, 7, and 10. At these meetings, the dialogue about inclusion of all students raised many tough issues, such as who participates, which type of accommodations are appropriate and which are not, etc. Nevertheless, the committee, a group of competent, purposeful, and dedicated parents and educators, saw the bigger picture. They realized the importance of including all students in special populations in policy and reporting decisions on state-level assessments. Special populations as defined by the committee included special education, migrant, ESL, Section 504, and highly capable students.

The committee defined "accommodations" for the purpose of the WASL as any variation in the assessment **environment or process.** Accommodations include variations in scheduling, setting, aids and equipment, and presentation format. These variations should not change the level, content, or performance criteria and should not change the reliability or validity of the assessment. Accommodations are made to provide the student with the opportunity to demonstrate what he/she knows on the state-level assessment.

Accommodations on the new state assessment were never intended as a benefit or to help the student meet mastery. Rather, accommodations for the WASL are to achieve equity, not to gain advantage over others. A person who wears glasses does not do so to make his or her sight better than that of other people. Glasses are worn to achieve the same level of sight as that of most people (the standard). This is the purpose of accommodations—to bring the person using the accommodations to the same level (on some dimension) as most other people (NCEO, 1996, p. 12).

A pleasant by-product of this "accommodations dialogue" is the increased level of awareness for using accommodations in the general education classroom for

students with disabilities (special education and Section 504) as well as general accommodations for all students. In fact, the vast majority of accommodations approved for use on the WASL are for **all** students—not just students with an IEP. (See the CSL Web site for a complete copy of the WASL accommodations).

Any accommodation provided on the WASL should be one that the student is **familiar** with and one that the **student uses on a consistent or daily basis** in the course of his or her instruction or assessment. No accommodation should be used for the first time on any assessment. This is especially true of those accommodations that require implementation via a student's IEP (e.g., providing a reader for the math assessment items).

You have no doubt heard that "These are the best of times and they are the worst of times ..." (Dickens). These **are** indeed "the best of times"! The inclusion of students in special populations on the WASL is an accomplishment to celebrate! We now have data that will tell us how our "special population" students are doing with regard to the general education curriculum (state EALRs).

When we as a state, school district, individual school, or as parents receive the results of the WASL we must **celebrate** the successes **of all students at whatever level** they are achieving. When we celebrate our students' accomplishments **and at the same time,** take seriously the data that tells us some of our students are not where we believe they ought to be and **accept the challenge** of determining a course of action for those struggling students (to move along the continuum and closer to meeting mastery—if not meeting mastery), then indeed, **all** of our **students** will know "the best of times" and reap the benefits—improved outcomes

We are not finished with this conversation. As you read this, the tenth grade Commission on Student Learning Accommodations Committee continues the dialogue on tenth grade accommodations and certificate of mastery safeguards. This is a work in progress and we invite your comments and suggestions.

For additional information, contact:

Cathy Fromme	cfromme@ospi.wednet.edu 360-664-0292

Comprehensive System of Personnel Development (CSPD) in Special Education

Comprehensive System of Personnel Development (CSPD) in Special Education

State advisory committee activities for 1997–1998:

1. Follow-up and completion of the June 1997 Strategic Plan (further defined goals and objectives).
2. Development of CSPD site on the special education web page (http://www.inform.ospi.wednet.edu/sped/speced.html).
3. The 1997 Special Education Summit subcommittee made recommendations to continue the dialogue of education reform for ALL students and what special education has to offer this endeavor.
4. Worked in collaboration with WEA for needs assessment data collection.

The CSPD endorsed and provided funding for the following summer institutes:

- Assistive Technology (cancelled due to lack of enrollment).
- Educational Interpreters and Teachers of the Deaf.
- Students with Visual Impairments.
- Early Childhood Special Education.
- Part I: Negotiation.
- Part I: Negotiation.
- Part 2: Mediation.
- Improving Outcomes for Students Who Have Moderate to Profound Disabilities.
- Life Space Crisis Intervention: Talking to Kids in Crisis.
- Special Education Administrators Workshop.
- OSPI Summer Reading, Leadership, and Accountability Institutes.

For more information regarding this project, contact:

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1% Inclusion Project

The 1997 Legislature mandated that up to 1 percent of the federal appropriation for special education be expended on projects using inclusive strategies when providing special education services. This authority is found in Engrossed Substitute Senate Bill 6108, chapter 346, Laws of 1998, Biennial Operating Budget. The following activities were completed in year one of this project.

- Establishment of a state inclusion advisory committee.
- Development and maintenance of a new database of inclusion teaching and learning resources and strategies (inclusion of students with special needs). This Web site/database contains information on laws, best practices, examples of successful programs, answers to frequently asked questions, articles, research based strategies, and professional development. The site address is http://inform.ospi.wednet.edu/sped/speced.html and then choose *Inclusion Resources and Best Practices.*
- Adaptations to the CSL Tool Kits is a work in progress.
- IDEA Implementation Plan Mini-Grants were provided to assist school districts in implementing the required changes to the IEP process and provide training in the overall implementation of the new federal requirements at the district level.
- Hired inclusion project coordinators and staff.

For more information regarding this project, contact:

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Kathy Bartlett	kbartlett@ospi.wednet.edu 360-664-4804

State Needs Projects

BATES TECHNICAL COLLEGE (BTC) PARAEDUCATOR TRAINING PROGRAM

Goals and objectives for the 1997–98 school year:

The purpose and mission of the BTC Paraeducator Training Program is to provide appropriate, accessible, and affordable training with college credit to paraeducators throughout the state of Washington. Through the use of technology and distance learning modalities, it is the goal of the program to reduce or eliminate the barriers that prevent paraeducators from obtaining adequate and appropriate training. Some of these barriers include:

- Proximity to training sites, particularly in remote areas.
- Tuition expenses.
- Lack of appropriate training available.
- Prerequisites required before pertinent course work can be taken.
- Child care and family responsibilities.

The major goal for 1997–98 was to develop and begin offering video-based distance learning courses to paraeducators statewide. The objective was to design the courses to respond to training needs identified by current research.

Activities and accomplishments for the 1997–98 school year:

During 1997–98, the BTC Paraeducator Training Program developed and began offering three video-based distance learning courses to paraeducators throughout Washington State: SPED 101 Introduction to the Education of Students with Disabilities (3 credits), ASL 101 Beginning Sign Language (5 credits), and EDU 101 Introduction to School Law (3 credits).

This involved determining the course competencies, designing the course content, and developing the course requirements and assessment tools for each course. The course competencies were designed to meet the Washington state core competencies for paraeducators developed by the Washington Education Association (WEA) Paraeducator Project.

SPED 101 and EDU 101 were produced by program staff in the KBTC-TV studio. ASL 101 was purchased from Spokane Falls Community College and adapted to meet the program's needs.

To date, more than 200 students from approximately 40 communities throughout the state have enrolled in one or more of the courses.

Projected goals and objectives for the 1998–99 school year:

During 1998–99, the BTC Paraeducator Training Program plans to develop, produce, and offer two additional video-based courses to paraeducators statewide: Child Growth and Development (3 credits) and Behavior Management (3 credits).

Projected activities for the 1998–99 school year:

The major activities for 1998–99 will include:

- Determining course competencies.
- Designing course content.
- Developing the course requirements and assessment tools.
- Contracting with various experts to assist in teaching the course content on video.
- Producing the videos for the two courses mentioned above.

Course design will respond to the needs identified by current research. Course competencies will be designed to meet the Washington State core competencies for paraeducators.

For additional information regarding this project, contact:

John Pearson Carole Brewer Bates Technical College Paraeducator Training Program 1101 S. Yakima Ave. Tacoma, WA 98405	jpearson@ctc.edu cbrewer@ctc.edu 253-502-4034 (voice) 888-872-7221 (toll free) 253-502-4044 (fax)

CENTER FOR CHANGE IN TRANSITION SERVICES

Goals and objectives for the 1997–98 school year.

- Continued training and technical assistance to school districts in the area of school-to-work and transition services for students with disabilities.
- Development and dissemination of materials regarding transition and school-to-work for all students.
- Collaboration with state and regional transition and school-to-work networks.

Activities and accomplishments for the 1997–98 school year.

1. Center staff offered a class online spring quarter entitled School-to-Work Assessment for All Students. A Web site and e-mail were used to teach the class to school personnel statewide. Classes and workshops were offered at ESDs on school-to-work for all students. Center staff presented at statewide conferences throughout the year as well as at one of the week-long OSPI-sponsored summer institutes.

2. Center staff provided technical assistance to individual school districts throughout the state. Staff participated in ESD and state-level meetings providing information and assisting with determining secondary/transition training needs.

3. Center staff participated in national and state committees, including the School-to-Work for All Students national task force, the school-to-work institutes, and the Washington State Transition Advisory Group. Information gathered and developed from this work has been distributed throughout the state as printed information and on Web sites.

4. The center selected school-to-work exemplary practices via a request for proposals (RFP) process developed in collaboration with the OSPI school-to-work office. Districts funded for the 1998–99 school year include Bremerton, Brewster, Kelso, Lake Washington, Monroe, Mukilteo, Pasco, Sequim, Wenatchee, West Valley (Spokane County), and White Salmon.

Center staff continues to support local transition councils and facilitate linkage of these councils with school-to-work regional networks.

Projected goals and objectives for the 1998–99 school year.

- Continue to offer training over the Internet and at state conferences and institutes.
- Offer technical assistance to exemplary sites identified through the RFP process. Develop a technical assistance process with ESD liaisons. Develop information for dissemination to parents about transition from school to adult life.
- Update the *Transition Guide and Guide to Functional Vocational Evaluation for Washington State*. Develop a template of promising practices for use on the OSPI Web site.

- Plan a spring conference on transition with the school-to-work office at OSPI and the Division of Vocational Rehabilitation, Department of Social and Health Services (DSHS).
- Assist in piloting the statewide follow-up system.

Projected activities for the 1998–99 school year.

1. Develop and offer a new online class, Transition 101 and School-to-Work.
2. Collaborate with the Division of Vocational Rehabilitation, DSHS, and the school-to-work office at OSPI to develop and implement a spring conference.
3. Offer technical assistance and support to exemplary sites through the RFP process.
4. Develop information about transition for dissemination to parents.
5. Assist in piloting the statewide follow-up system with field tests, development of a report format for school district use, and analyzing data use.

For additional information regarding this project, contact:

Cinda Johnson Center for Change in Transition Services University of Washington Box 357925 Seattle, WA 98195	cindajoh@u.washington.edu 206-543-4011 office 206-616-8391 voice mail

FAMILY/EDUCATOR PARTNERSHIP PROJECT

Goals and objectives for the 1997–98 school year:

- Develop, maintain, and evaluate a statewide system to enhance family/educator partnerships in special education including, but not limited to, an integrated resource and referral system.
- Provide joint training opportunities for family members and educators to increase family educator partnerships.

Activities and accomplishments for the 1997–98 school year:

- Held training and follow-up sessions for school district personnel and families to learn about partnerships and working together.
- Developed a special education guide for families and educators that is available in four languages and Braille.

- Developed positive working relationships with various organizations such as PTA, PAVE, WEA, Sound Options, SAFE, and Parent-to-Parent.
- Provided stipends for families to attend the Special Education and the Law Conference, Sound Options Mediation training, the early childhood special education summer institute, and trainings throughout various ESDs.
- Presented information about family/educator partnerships at the early childhood special education summer institute, autism conference, and IDEA conference.
- Maintain information about the activities of this project on the ARC's Web site.
- Disseminate OSPI-developed and other relevant information to families and educators.

Projected goals and objectives for the 1998–99 school year.

Continue to develop, implement, maintain, and evaluate a statewide system to enhance family/educator partnerships in special education within Washington State.

Projected activities for the 1998–99 school year:

- Maintain a 24-hour toll-free line, including the continuation of the AT&T language line.
- Continue to collaborate with other statewide organizations such as the PTA, PAVE, WEA, Sound Options, SAFE, and Parent-to-Parent.
- Regional family/educator coordinators will continue to work with ESDs to seek their assistance in identifying training and technical assistance needs.
- Conduct family/educator partnership presentations at the IDEA, CEC, early childhood, and autism conferences.
- Continue to disseminate brochures and other materials to families and educators.
- Disseminate and provide training on the *Family/Educator Guide*.
- Provide stipends for families to attend the Special Education and the Law Conference.
- Provide regional partnership trainings and follow-up for school district and parent teams.

For additional information regarding this project, contact:

Sue Elliott Susan Atkins 1703 State Ave. Olympia, WA 98506	arcwa@earthlink.net www.arcwa.com 360-357-5596 (voice) 888-754-8798 (toll free) 360-357-3279 (fax)

RSVP WASHINGTON (RECRUITMENT/RETENTION SYSTEM FOR VITAL PERSONNEL IN WASHINGTON STATE)

Goals and Objectives for the 1997–98 school year:

RSVP Washington is completing its fifth year of implementing the U.S. Department of Education grant entitled Recruitment and Preparation of Occupational Therapists, Physical Therapists, and Speech Language Pathologists for Washington's Public Schools. In addition, RSVP Washington addresses the shortages of special education teachers and other related services personnel by maintaining a systematic approach to recruitment/retention that goes beyond the program objectives of the grant.

1. To enhance and improve the statewide database to facilitate recruitment and placement of special education personnel to address critical personnel shortages.
2. Establish recruitment activities and materials to interest high school students and other targeted populations, such as Hispanic/bilingual students, in the selection of careers as occupational or physical therapists, speech language pathologists, or special education professionals in public school service.
3. Establish recruitment activities and materials to (1) increase the number of students selecting school service as their career goal in working as OTs, PTs, or SLPs and (2) increase the number of OT, PT, and SLP professionals selecting or staying in school service.
4. To offer incentives for IHEs and ESDs, which traditionally provide special education inservice and continuing education, to develop delivery systems utilizing various technologies to better meet the needs of the time-bound and place-bound "learner" in the public school special education programs.

Activities and accomplishments for the 1997–98 school year:

Objective 1: The free employment database is designed to serve two client groups:

- ESDs and local school districts.
- Special education and related services job seekers.

Job seekers register on the database, and school districts post vacancies. School districts receive lists of individuals who may qualify for their posted vacancies and to whom they can subsequently send application packets or otherwise recruit. Job seekers receive bulletins listing the school district vacancies for which they may qualify. The bulletin enables the job seeker to directly contact districts of their choosing.

Objective 2:

- Progress in developing and involving the statewide RSVP Washington ESA network in recruiting and awareness activities continues. Network members are given materials designed to assist them to develop career awareness activities and participate in their local high school career days.
- Increase the pool of bilingual and other minority special education personnel in many parts of our state. We contacted a number of Hispanic/bilingual individuals who had previously responded to a survey and indicate interest in obtaining a special education endorsement. Of those individuals, two applied for a conditional award in special education (CASE). One individual qualified and was given a CASE to obtain an endorsement and provide a minimum of three years of service as a bilingual special educator in a district in the central part of the state. Although the need is apparent, identification of qualified candidates continues to be a struggle.

Objective 3:

- To date, 76 students received stipends for participating in a school-based field experience. That compares to a total of 72 students the previous year.
- In addition, stipends were provided to 44 school-based ESA professionals who provided supervision for the field experiences. It is anticipated that an additional 15 supervisors will receive stipends prior to the end of this budget period.
- There are 39 recipients of the conditional awards in special education (CASE) for school year 1998–99. Of these, 26 are new applicants and ten are renewal awards.
- A continuing education course was offered to school-based OT, PT, and SLP ESA-certificated personnel through Continuing Education, Eastern Washington University. The course was taught utilizing WIT (Washington Interactive Television).

Objective 4:

- A request for proposals (RFP) to develop new models of inservice education using technology as a key role and partnering with a local school district was mailed to all IHEs with approved special education programs. The purpose was to deliver content related to special education and education reform. A grant was issued to Gonzaga University to develop an innovative delivery system for the inservice training of special education teachers. The project, Quality thru Linkages, was designed to allow special education teachers in Harrington Elementary School, Harrington School District, to receive both face-to-face and Internet-based instruction focused on reforms in the area of special education. The project was also designed to provide the teachers with a vast array of technology skills while developing and enhancing their knowledge base in special education.

Projected goals and objectives for the 1998–99 school year:

1. Refine and upgrade the statewide free employment database to facilitate recruitment and placement of special education personnel to address critical personnel shortages in our public schools.
2. Enhance efforts to provide for career awareness and recruitment of targeted populations into special education and related services professions.
3. Enhance efforts to increase the number of students in IHE preparation programs selecting school service as their career goal in working as OTs, PTs, or SLPs.
4. Provide incentives to IHEs to develop innovative models of inservice delivery to better meet the needs of special educators and general educators in local schools.

Projected activities for the 1998–99 school year:

Objective 1:
Currently working with Central Washington University's (CWU) Computer Technical Services (CTS) in the development of an interactive Web-based database. When operational, the following interactive functions will be available:

Districts may:

- Select to post jobs online.
- Select to review existing postings for their district.
- Select to edit/delete existing postings.
- Select to search the job seeker database.

Job seekers may:

- Select to register as a new job seeker.
- Select to review/update personal information on the database.

- Select to remove his/her name from the database and provide a reason.
- Select to look for a job in our public schools by searching the current bulletin.
- Select to link to additional locations of interest, such as Special Education and Certification at OSPI, Washington School Personnel Association, ESDs, professional associations, etc.

Objective 2:

- Identify strategies to increase recruiting efforts at high school level via the statewide ESA network membership.
- Provide tuition support for members of underrepresented populations to attain special education endorsements on their teaching certificates, and provide the RSVP Washington special education endorsement program via distance education for identified candidates in target areas to facilitate a "grow your own" strategy.
- Collaborate with the CSPD Advisory Committee to enhance the recruiting efforts of local school districts as well as those of RSVP Washington to enlarge the pool of available job seekers.

Objective 3:

- Enhance the recruiting efforts focusing on students in OT and PT preparation programs, including increasing involvement of the ESA school-based network members.
- In collaboration with OSPI Special Education, identify strategies to continue the CASE program beyond the final year of the U.S. Department of Education grant.
- Develop a process to offer stipends/tuition support in the form of conditional awards to recruit in additional high-demand areas as identified by OSPI in collaboration with districts; include an emphasis on people with diverse backgrounds.

Objective 4:

- Disseminate Gonzaga's model to the Washington State IHE-approved special education preparation programs as a sample and mail another RFP for model development of partnerships between IHEs and local schools for 1998–99.
- Provide grants for IHEs that traditionally provide special education inservice and continuing education to develop innovative delivery systems using various technologies, in partnership with local schools, pursuant to the RFP conditions.
- Support efforts to transition new delivery systems to better meet the needs of special education and general education personnel.
- In collaboration with the CSPD Advisory Committee and other agencies and organizations, develop and implement a system that retains diverse, caring, and highly qualified personnel.

For additional information regarding this project, contact:

Linda Lynch RSVP Washington Central Washington University 400 E. 8th Ave. Ellensburg WA 98926-7414	lynchl@cwu.edu http://www.cwu.edu/~rsvpwa 509-963-1425/800-963-RSVP (7787) 509-963-2560 fax

SAFE (SCHOOLS ARE FOR EVERYONE) IN WASHINGTON

Goals and objectives for the 1997–98 school year:

- Support families interested in inclusive education for their students with disabilities.
- Increase families' understanding of and participation in education reform.
- Increase community awareness, tolerance, and welcome for all students, including those with disabilities, and increase professionals' knowledge of the roles and concerns of families in regard to inclusion and education reform.

Activities and accomplishments for the 1997–98 school year:

The project provided direct support to over 150 families; published three issues of a newsletter disseminated statewide; made presentations to 24 audiences statewide, including both parent and professional organizations; conducted two trainings for families cosponsored by the Washington State Parent-to-Parent; and connected both parents and professionals statewide to the perspectives, resources, and tools that can make inclusive education successful.

Projected goals and objectives for the 1998–99 school year:

Be part of advancing and promoting this state's inclusive efforts, promote and strengthen the roles of families in the special education process and arena, and continue to address the impacts and possibilities of education reform as it pertains to students with disabilities.

Projected activities for the 1998–99 school year:

We look forward to being part of this state's inclusive efforts. We expect to again provide direct support to families seeking inclusive options, to present to diverse

audiences, to conduct parent trainings, and to connect individuals to inclusive resources.

For additional information regarding this project, contact:

Vicki Isett Vickie Louden Renee Harris SAFE c/o ARC 10550 Lake City Way NE Seattle, WA 98125	Web site: pending safearc@aol.com 206-364-4645 (voice) 206-364-8140 (fax)

SPECIAL EDUCATION MEDIATION PROGRAM

Goals and objectives for the 1997–98 school year:

1. Sound Options Group will develop and provide for days of training for the Family/ Educator Partnership Project (FEPP) staff and parent educators.
2. Sound Options Group will consult with FEPP on development of their collaborative initiatives.
3. Sound Options Group will be available for consultation with OSPI staff on the development and implementation of collaborative processes.
4. Training in collaborative decision making will be offered several times throughout the state.
5. Sound Options Group will meet with districts resistant to the mediation process to address their concerns and discuss ways to facilitate better intake and case management.
6. Sound Options will look into providing professional liability errors and omissions insurance to cover the cadre.
7. Sound Options Group will complete retrospective evaluations of mediations and trainings taken from 1994–97.

Activities and accomplishments for the 1997–98 school year:

1. Sound Options Group has met with the staffs of FEPP, SAFE, and Parent-to-Parent to assess their training needs and proposed a joint training schedule for possible implementation in 1998–99.
2. Sound Options Group staff has worked with OSPI staff in the design and facilitation of the following agency initiatives:
   - Early Childhood Literacy Task Force.
   - Task Force on Behavioral Disabilities.
   - State needs parent projects collaboration.

- State needs sensory disabilities project collaboration.
- Autism Task Force.
- Traumatic brain injury collaboration.

3. Sound Options Group completed seven collaborative decision making trainings during 1997–98:
   - Five Part I: Negotiation.
   - Two Part II: Mediation.
4. Sound Option Group staff met with selected district staff to address concerns around appropriate use of mediation and to discuss strategies for efficient intake and case management.
5. Sound Options Group acquired cost-effective professional liability error and omissions insurance.
6. Sound Options completed a three-year retrospective evaluation of mediations and trainings. The results will be summarized in the annual report to OSPI.

Projected goals and objectives for the 1998–99 school year:

1. Expand the training component of the project by offering Collaborative Decision Making Part III: Large Group Facilitation two times during 1998–99. Negotiation and mediation training will continue to be offered statewide.
2. Make mediation services available to address disputes between regular education and special education staff over the implementation an IEP.
3. Develop and implement new strategies for increasing awareness of mediation for parents and educators.
4. Work with representatives of the advocacy community to increase their awareness and understanding of mediation and to develop joint understanding of their role within the mediation process.
5. Conform project to federal regulations defining the implementation of IDEA '97.
6. Link the project to the mediation program being developed for the Infant and Toddler Early Intervention Program (Part C of IDEA '97).

Projected activities for the 1998–99 school year:

1. Develop and implement Part III: Large Group Facilitation.
2. Build awareness within the educational community of the availability of mediation for disputes between regular education and special education staff.
3. Meet with representatives of the advocacy community to discuss mediation as a resource.
4. Assess the mediator cadre to determine if additional resources need to be developed.

For additional information regarding this project, contact:

Greg Abell Sound Options Mediation and Training Group, L.L.C. P.O. Box 11457 Bainbridge Island, WA 98110	grega@somtg.com www.somtg.com 206-842-2298 (Seattle area) 800-692-2540/800-833-6384 (toll free statewide) 800-833-6388 (toll free TDD) 206-780-5776 (fax)

SPECIAL EDUCATION PROFESSIONAL DEVELOPMENT FOR PARAEDUCATORS PROJECT

The Special Education Professional Development for Paraeducators Project continues to work to develop supports for school districts addressing the training needs of paraeducators who meet the 14 minimum core competencies. Work will continue on developing content and indicators for the 14 competencies, identifying training opportunities, developing training modules, and developing an assessment tool for determining a paraeducator's competency level and training needs.

Orientation level trainings on the first six competencies and special health care needs were piloted. Feedback from these pilots will be used to enhance future training.

At this time, the project staff position is vacant. We anticipate hiring a replacement during the 1998–99 school year.

For additional information regarding this project, contact:

Lou Colwell	mcolwell@ospi.wednet.edu 360-753-6733

SPECIAL EDUCATION TECHNOLOGY CENTER (SETC)

In the state of Washington, the Special Education Technology Center has three primary strands:

- Maintain a lending library of hardware and software materials that are loaned to districts to evaluate their long-term benefit for specific children.

- Training and inservice are available statewide to school districts and parents regarding assistive technology.
- Technology planning for identified children.

Goals and objectives for the 1997-98 school year:

- Identified, evaluated, and developed technology accommodations that directly relate to students with disabilities in the areas of reading, math, critical thinking, and school-to-work transition.
- Provided technology for technology-dependent students in the state when that technology can expedite and enhance the students learning in the public school setting.
- Provided staff development training for special educators, and therapists who would benefit from using assistive technology with their students.
- Continued to provide technology collaborations for individual students as identified by school district staff.

Activities and accomplishments for the 1997-98 school year

During 1997–98, the SETC did technology planning for 66 students across the state. Fifty-five classes and workshops were held with over 923 participants. Seven hundred eighty (780) items were checked out from the lending library to school districts.

Projected goals and objectives for the 1998–99 school year:

1. Identify, evaluate, and develop technology accommodations that directly relate to students with disabilities in the areas of reading, math, critical thinking, and school-to-work transition.
2. Expedite and enhance the learning of technology-dependent students in the public school setting, including those settings outside the traditional classroom setting (i.e., community-based instruction, work sites).
3. Train special education teachers in the use of appropriate technology for their students to enhance their teaching.
4. Provide information to the public regarding the use of technology and potential of students with disabilities.

Projected activities for the 1998–99 school year.

A few of the activities include:

- Implement assistive technology for students with learning disabilities in 13 districts to determine and utilize effective teaching accommodations.

- SETC staff will collect alternative methods of assessing students using technology, create a standard format, and disseminate via the Web site.
- Continue to operate the lending library and develop a CD-ROM of the lending library inventory for school districts to browse.
- Maintain a database for the purpose of searching materials, resources, equipment, and solutions to technology needs throughout the state.
- Continue to beta test technology hardware and software for technology-dependent students.
- Continue to offer classes and workshops for educators around the state.

For additional information regarding this project, contact:

Ann Black Central Washington University 400 E. 8th Ave. Mail Stop 7413 Ellensburg, WA 98926	blacka@cwu.edu 509-963-3350 509-963-3355 (fax)

WAEYC PRESCHOOL INCLUSION PROJECT

Goals and objectives for the 1997–98 school year:

Support up to 15 early childhood (3–5 years) inclusion teams that are composed of a public school working with a community early childhood program.

- Provide grants for use by teams in planning inclusive classrooms.
- Provide training in inclusion, team building, conflict resolution through an inclusion seminar and summer symposium/institute.
- Provide technical assistance as needed.

Create and make available to the community high quality training and educational resources on early childhood inclusion.

- Conduct summer symposium (an intensive training on the topic of inclusion in June).
- Develop an inclusion track at the WAEYC annual conference in October.
- Purchase current audio-visual materials on inclusion and have available for loan through the WAEYC resource library.

Activities and accomplishments for the 1997–98 school year:

Provided planning grants of $2,000 for each of ten early childhood inclusion teams. Seven of the teams were first-year teams, while three of the teams were continuing

from the previous year. Each team tracked successes in their efforts to develop inclusive programs.

Conducted inclusion seminars in Spokane and Seattle during March 1998. Betsy Minor-Reid provided a successful day of training on conflict resolution within a team setting. Twenty participants from two teams attended the training in Spokane and 50 participants representing eight teams attended the seminar in Seattle.

Training was also provided through the summer symposium and available to members of all inclusion teams. An opportunity for teams to meet and discuss their challenges and successes during the year as well as an additional two and one-half days of training was provided during this symposium.

For the first time, OSPI's early childhood special education summer institute was conducted in conjunction with the WAEYC inclusion summer symposium. Although workshop sessions were separate, keynote speakers and meals brought participants from both events together.

Technical assistance was available to all early childhood inclusion teams upon request. Consultants worked with three of the teams. ESD staff provided three additional teams with technical assistance.

Projected goals and objectives for the 1998–99 school year:

To support collaborative school district/community early childhood inclusion efforts by providing:

- Planning grants of $1,500 each to each team (maximum of 15 teams, no more than three third-year teams).
- Technical assistance to teams.

To provide high quality training and resources on inclusion to the early childhood community by:

- Planning and conducting collaborative summer symposium/institute, Building Bridges Together.
- Conducting inclusion seminars in Spokane and Seattle. The focus will be on inclusion, team building, and early literacy.
- Developing "inclusion tracks" at WAEYC annual conference which will focus on assessment and curriculum for inclusion and also on early literacy.
- Purchasing current publications and audio-visual materials to have available for loan to teams and to the community.

Projected activities for the 1998–99 school year:

- Award planning grants to a maximum of 15 early childhood inclusion teams (January to July).
- Conduct inclusion seminars in eastern and western Washington for teams (March and June).
- Collaborative summer symposium/institute to provide intensive, high quality training on inclusion (June 1999).
- Conduct inclusion tracks for WAEYC annual conference (October 1998).
- Distribute current inclusion resources to teams.
- Present at the Infant and Early Childhood Conference (May 1999).

For additional information regarding this project, contact:

Marty Jacobs	253-854-2565

WASHINGTON STATE PARENT-TO-PARENT PROGRAMS

Goals and objectives for the 1997–98 school year:

1. Support the parent-to-parent mission of statewide availability of peer support for parents of children with special needs.
2. Expand and/or enhance the capability of Parent-to-Parent programs to work with families who have children with special health care needs.
3. Facilitate involvement of parents in planning, policy, and program development at state and local community levels.
4. Encourage and facilitate parent-professional partnerships at state and local community levels.

Activities and accomplishments for the 1997–98 school year:

1. Maintain a statewide coordinating office for Washington State Parent-to-Parent Programs. The state parent-to-parent office will, throughout the contract period:

- Administer state contracts.
- Represent Parent-to-Parent at various meetings.
- Provide technical assistance and training to local parent-to-parent programs throughout the state to assist them in implementing the program.

- Write grants and pursue statewide funding opportunities to augment local, community-based funding of parent-to-parent programs.
- Maintain a statewide steering committee for Washington parent-to-parent programs. Steering committee members will represent parent-to-parent programs from each of five regions in the state: northwest, southwest, northeast, southeast, and Peninsula regions.
- Develop and maintain a State Advisory Board for Washington State Parent-to-Parent Programs.
- Facilitate the provision of a minimum of 250 hours of parent consultation involvement in community planning efforts, multidisciplinary teams, policy development, program evaluation, and other activities at state and local community levels focusing on children with disabilities and special health care needs.
- Provide for continuing education to enhance the skills and comfort of parent-to-parent coordinators and helping parent volunteers in carrying out their roles.
- Maintain a statewide communication network for the 24 programs that make up Washington State Parent-to-Parent Programs, involving and supporting host agency directors/administrators, program coordinators and helping parent volunteers.
- Promote public awareness of the resources available through parent-to-parent programs.
- Provide stability for the through parent-to-parent programs which have minimal or no established funding base, through administration of small one-year grant awards.
- Provide support for a minimum of eight through parent-to-parent coordinators to attend OSPI-sponsored training conducted by Sound Options Mediation and Training Group.
- Develop an infrastructure to support and further refine telecommunications capacities of Washington State Parent-to-Parent Programs.
  - Identify, train, and support two to four Net coordinators. The coordinators will have full Internet accounts and act as points of contact in accessing resources available via the Internet.
  - Provide community-based Internet trainings and facilitate formation of community-based telecommunications teams.
  - In conjunction with the State Department of Health, host a minimum of two telecommunications roundtables, discussions with other state agencies and family/consumer organizations interested in networking and expanding telecommunications resources for families of children with disabilities and special health care needs in the state of Washington.
- Complete an evaluation of parent-to-parent program effectiveness at both the local level and state administrative level.

Projected goals, objectives, and activities for this project during the 1998–99 school.

Parent-to-Parent will continue to refine the goals of the 1997–98 school year during 1998–99.

For additional information regarding this project contact:

Rachel Zimmer	StateP2P@aol.com 206-364-4645 (voice)

WESTSIDE VISION SERVICES

Goals and objectives for the 1997–98 school year:

1. Provide direct services, including identification, assessment, and evaluation, to students with significant visual impairments.
2. Provide training for parents, paraeducators, and teachers.
3. Create a strong liaison between the Washington State School for the Blind, private contractors, and school districts.

Activities and accomplishments for the 1997–98 school year:

- Ten paraeducators/teachers completed the 30-hour Braille course.
- Twenty-eight paraeducators, teachers, and parents attended inservice on working with low-vision students.
- Direct service to students with visual impairments were provided by the Washington State School for the Blind in three districts.
- Evaluations of eight students were completed by Washington State School for the Blind outreach staff.

Due to reorganizing of the statewide vision grants, next year this grant will be part of the collaborative proposal for children with sensory disabilities (WSDS).

For additional information regarding this project, contact:

Debra Knesal 105 National Ave. N. Bremerton, WA 98312	dknesal@esd114.wednet.edu 360-478-6886 (voice) 360-478-6869 (fax)

WASHINGTON SENSORY DISABILITY SERVICES

There continue to be several projects related to students with sensory disabilities that are funded by OSPI and provide support and assistance to school districts. Those projects include Eastern Washington Vision Services, Statewide Project for Infants and Toddlers with Hearing and/or Vision Disabilities, Washington State Services for Children with Deaf-Blindness, and the Washington Instructional Resource Center. To maximize the capacity of these projects and to increase responsiveness and efficiency in their operations, project staff will be meeting throughout this year with OSPI staff. Dean Stenehjem, superintendent at Washington State School for the Blind, and Len Aron, superintendent at Washington School for the Deaf, will also participate in these meetings to strengthen the linkage between the state schools, OSPI, and local districts.

The goal is to realize a singular, one-stop shop that will provide information, training and technical assistance, and resource and referral to educators and families regarding children and youth with sensory disabilities. The combined project will function as a statewide resource center known as Washington Sensory Disabilities Services. **The contact information for the individual projects should be used for the duration of this school year.**

An additional focus this year will be to assess statewide needs relative to training, assistance, and support for deaf and hard of hearing (D/HH) students. In the coming months, project staff will be requesting agenda time for discussion with directors regarding collection of information and data on D/HH students.

We welcome the partnership with the two state schools, and we are looking forward to a productive year of planning and development regarding the combining of these projects. Your comments and suggestions on improvement of service and responsiveness to your district needs are welcome. Please do not hesitate to contact project staff or Don Hanson at OSPI to offer suggestions. Specific information for each individual program is listed below.

EASTERN VISION SERVICES

Goals, objectives, and activities for the 1997–98 school year.

1. Provide technical assistance, training, and program support for visually impaired students in school districts within the ESD 101, ESD 105, ESD 123, and North Central ESD 171 regions.
2. Upgrade the quality of services of vision programs.

3. Provide support to increase the skills of professionals, which will result in improved comprehensive education service and support to students who are visually impaired.
4. Provide direct services to visually impaired students in the Columbia Basin and throughout the region.
5. Consult on orientation and mobility training and support and collaboration for low-vision clinics.

Goals, objectives, and activities for the 1998–99 school year.

Specific goals, objectives, and activities for this project are not yet defined. See pages 81 through 83 for Washington Sensory Disability Services goals and activities.

For additional information regarding this project, contact:

Terri Thurston North Central ESD PO Box 1847 Wenatchee, WA 98807-1847	territ@web.ncesd.k12.wa.us 509-664-0390

INFANTS AND TODDLERS WITH HEARING AND VISION DISABILITIES

Project staff continue to work to ensure statewide educational services and support to families with children aged birth to 3 years old with sensory disabilities (hearing loss, vision impairment, or deaf-blindness) and to the professionals who work with them by networking with existing services and resources and developing new services where needed.

Goals, objectives, and activities for the 1997–98 school year.

1. To function as a center for information and resources.
2. To provide ongoing support to professionals working with our target population of early childhood professionals, teachers of the visually impaired and deaf/hard of hearing, and specialists in related areas.
3. To increase outreach efforts to parents of newly identified infants and toddlers with sensory disabilities.
4. To investigate applications of the K–20 Network to enhance services to professionals and to students with sensory disabilities and their families.

In addition to providing regional trainings requested by each educational service district, the project staff will continue to provide support to professionals working with the target population by means of telephone consultation, a SIT-UPS listserv, resources in the lending library, and a quarterly newsletter. Outreach efforts to parents will be increased (1) through the preparation of parent resource manuals designed to provide basic information and resources for families with newly identified infants and toddlers and (2) via a WWW home page for the statewide project that focuses on the needs of parents. Project staff also look forward to piloting use of the new K–20 Network to provide training and direct services to students with sensory disabilities.

Goals, objectives, and activities for the 1998–99 school year.

Specific goals, objectives, and activities for this project are not yet defined. See pages 81 through 83 for Washington Sensory Disability Services goals and activities.

For additional information regarding this project, contact:

Nancy Hatfield, Project Director	nhatfiel@psesd.wednet.edu
Puget Sound ESD	206-439-6925 V/TTY
400 SW 152nd Street	800-572-7000
Seattle, WA 98166	

WASHINGTON STATE SERVICES FOR CHILDREN WITH DEAF-BLINDNESS

Goals and objectives for the 1997–98 school year.

1. Identify children with deaf-blindness.
2. Facilitate the involvement of families in the education of their children with deaf-blindness.
3. Provide technical assistance to service providers of children with deaf-blindness.
4. Provide training to service providers.
5. Disseminate information to families, service providers, and communities.
6. Collaborate and coordinate with other local, state, and national agencies.
7. Implement a process to monitor, evaluate, and refine the technical assistance services provided by WSSCDB.

Activities and accomplishments for the 1997–98 school year.

- One hundred fifty students were reported as "deaf-blind" on the December 1 federal count.
- Seventy-four different school districts received technical assistance.
- One hundred sixty-one on-site consultations were provided to school districts.
- Six hundred and four educators and 173 paraeducators received technical assistance related to following topics in descending order of frequency: educational programming, assessment, communication, concept development, and resources.
- Six teams of educators and parents from six school districts in the state received four days of training on communication and mobility.
- Six hundred fifteen individuals received training via 30 inservices, conferences, or workshops.
- Seventeen families attended the annual spring weekend family retreat.

Projected goals and objectives for the 1998–99 school year.

1. Identify children with deaf-blindness.
2. Facilitate the involvement of families in the education of their children with deaf-blindness.
3. Provide technical assistance to service providers of children with deaf-blindness.
4. Provide training to service providers.
5. Disseminate information to families, service providers, and communities.
6. Collaborate and coordinate with other local, state, and national agencies.
7. Implement a process to monitor, evaluate, and refine the technical assistance services provided by WSSCDB.

Projected activities for the 1998–99 school year.

- Additional teams will be trained around individual children with deaf-blindness.
- Begin training for selected school psychologists regarding the assessment of children with deaf-blindness.
- Collaborate with other state needs projects focused on children with hearing and vision disabilities in order to implement Washington Sensory Disabilities Services.
- Since this is the last of the four-year federal funding period, we will be submitting a request for a new federal grant.

For additional information regarding this project, contact:

Marcia Fankhauser Puget Sound ESD 400 SW 152nd Street Seattle, WA 98166	fankhaus@psesd.wednet.edu 800-572-7000 (V/TTY) 206-439-6937 (V/TTY)

WASHINGTON INSTRUCTIONAL RESOURCE CENTER FOR THE VISUALLY IMPAIRED (IRC)

Goals and objectives for the 1997–98 school year:

- Promote literacy among students with visual impairment.
- Operate, in compliance with federal, state, and American Printing House regulations, guidelines in tracking and providing services to blind and visually impaired children.
- Serve as a clearinghouse for educational materials for students who are blind and visually impaired.
- Promote best practices in the education of blind and visually impaired students.
- Promote utilization of technology and adaptive technology in improving services and service delivery to blind and visually impaired children and local school districts.
- Assist in the coordination and development of low-vision services in the state of Washington.
- Assemble a task force comprised of district administrators and educators of the blind and visually impaired to examine the operations of the IRC and make suggestions for changes to help the IRC better meet the needs of local districts and the students they serve.

Activities and accomplishments for the 1997–98 school year:

- The Washington Assessment of Student Learning (WASL) for Grades 4 and 7 was provided in large print and Braille versions. Surveys were distributed with the Braille tests; input will provide guidance in preparing future Braille adaptations and feedback for teachers in preparing students for the assessments.
- Support is provided to local educational agencies in providing large print and Braille educational materials for students with visual impairment. Adapted text materials are located via a nationwide network, loaned from shelf stock, or produced locally.
- An advisory committee has been formed to assist in establishing future direction in terms of materials, services, and alliances with other agencies to

increase the learning opportunities for students with visual impairments. Recommendations regarding materials to be provided for loan have been incorporated into the building of the existing inventory.

- Training has been provided in the following areas:
  - Nemeth (math) Braille code.
  - Preparation and use of tactile graphics.
  - Teacher's assistant for the blind/visually impaired apprenticeship program for paraeducators.
  - Literary Braille for those preparing to meet the required Braille competency requirement.
  - Learning needs of students with visual impairments related to provision of appropriate educational services.
  - A presentation for optometrists on building partnerships with educators of the visually impaired.
  - Active learning techniques for students with multiple impairments.
  - VIISA (Vision Impaired In-Service in America) in conjunction with the Statewide Project for Infants and Toddlers with Hearing and/or Vision Disabilities.
- Adapted technology is loaned for student use in conjunction with the technology project at the Washington State School for the Blind; $47,000 worth of specialized equipment was purchased.
- A census of students with visual impairments is maintained via the registration with the American Printing House for the Blind. This census provides information used to plan service delivery systems.
- An extensive professional reference library is maintained for educational staff working with students with visual impairments.
- Volunteer efforts in Braille production are coordinated. New volunteers are being trained and liaisons with other agencies are being developed to increase the availability of quality Braille materials.
- The Low Vision Task Force, a partnership of public and private agencies, is supported in developing increased services to individuals with low vision. Support is being provided in terms of funding, participation, and leadership.
- Developed Washington Sensory Disabilities Services joint grant project for the 1998–99 school year with other state projects. These projects will transition existing sensory disabilities projects into a single project and develop resources in the area of deaf/hard of hearing.
- The WSSB/IRC completed equipment and infrastructure upgrades and is ready to be connected to the K–20 Network.

Projected goals and objectives for the 1998–99 school year: (Note: With the development of a joint grant project, these goals are the same for all sensory disabilities projects.)

1. Transition current state needs projects to a single project supporting children with sensory disabilities.
2. Function as a central point of contact, referral, and identification for those involved in the life and education of children with sensory disabilities.
3. Provide technical assistance, training, educational materials, and equipment to support the individual needs of students with sensory disabilities.
4. Increase statewide capacity for service provision to students with sensory disabilities through collaboration with other public and private agencies/programs.
5. Monitor, evaluate, and adjust goals, objectives, and activities of Washington sensory disabilities services via a combination of approaches and tools.

Projected activities for the 1998–99 school year:
(Note: Many activities will be conducted jointly as part of Washington sensory disabilities services. The following activities will primarily be the responsibility of the Instructional Resource Center.)

- The Washington Assessment of Student Learning (WASL) for Grades 4, 7, and 10 will be provided in large print and Braille versions. Adaptations for the Braille versions will be guided by feedback from previous test adaptations and educational staff.
- Support will be provided to local educational agencies in providing large print and Braille educational materials for students with visual impairment. Adapted text materials are located via a nationwide network, loaned from shelf stock, or produced locally.
- The IRC Advisory Committee will be making recommendations regarding possible policy changes to mitigate the impact on local educational agencies of providing high-cost text materials and loan policies for selected curricular materials (e.g., human growth and development models).
- Training will be provided in the following areas:
  - Various Braille codes; training will satisfy the requirement for those renewing their Braille competency certification.
  - Teacher's assistant for the Blind/Visually Impaired Apprenticeship Program for paraeducators.
  - Learning needs of students with visual impairments related to provision of appropriate educational services.
  - Other areas as needs are identified.
- Adapted technology will be loaned for student use in conjunction with the technology project at the Washington State School for the Blind. Over $50,000 of additional equipment will be available this year.

- A census of students with visual impairment is maintained via registration with the American Printing House for the Blind. This census provides information useful in identifying service delivery needs.
- The IRC will have a site on WSSB's Web page. Educational staff and parents will be able to find materials, register students, and access the extensive professional reference library bibliography.
- Braille production will be enhanced with the addition of new resources. A new volunteer group has been formed in conjunction with the Vancouver area Lions Clubs. Additional materials will be tracked at the IRC that have been produced in local districts. Partnership with other agencies (e.g., Braille Access Center, Washington Corrections Center for Women, Washington Talking Books, and Braille library) will provide additional resources. Braille production resources identified can be shared with local educational agencies; communication among this network will continue to be developed.
- Support for the Low Vision Task Force, a partnership of public and private agencies, will enable the project to move toward needs assessment, public awareness, and professional training efforts. Support is being provided in terms of funding, participation, and leadership.

For additional information regarding this project, contact:

Joan Christensen 2120 E. 13th St. Vancouver WA 98661	joanwirc@nwrain.com 800-562-4176 Ext. 185 (toll free) 253-566-5722 253-566-5753 (fax)

Additional Projects and Activities

Student Responsive Service Delivery Grant—Over the last two years, OSPI has supported the Washington State Association of School Psychologists (WSASP) to develop an intervention-based approach to student assessment which (1) efficiently and effectively supports student learning and (2) valuably informs special education entitlement and programming decisions. The model that has evolved as a result of this effort, the Student Responsive Service Delivery (SRSD) model, promotes systemic collaborative problem solving as a tool to address the diverse needs of at-risk learners. The SRSD model was designed to align with Washington's general education reform efforts (i.e., support student progress toward mastery of the essential academic learning requirements) as well as with the recent reauthorization of the Individuals with Disabilities Education Act.

During the 1997–98 school year, grant resources were used to support four school districts (Longview, Mount Adams, Walla Walla, and Anacortes) to serve as pilot sites for implementation of the SRSD model. While each district was asked to identify at least one elementary, middle, and high school to participate in the project, in Longview four elementary buildings participated as SRSD pilot buildings. A total of seven elementary, four middle, and four high schools received some form of support to learn the SRSD model during the 1997–98 school year. Specifically, grant resources were utilized to fund the following activities:

1. On-site training of building-level teams in the SRSD model.
2. Training of site representatives in the application of the model to individual cases.
3. Follow-up trainings and technical assistance regarding various components of the SRSD model.
4. Analyses of curriculum-based norming data conducted in conjunction with the project.
5. The support for a representative from each site to visit sites in Iowa which has been implementing the model on a long-term basis.
6. The purchase of grant-related training materials.

In addition, grant resources supported project dissemination activities, including numerous state and national presentations, as well as the disbursement of a preliminary project report to all school districts in the state.

Due to the broad scope of the project and the numerous new skills staff were required to master, it was recognized from the onset of the project that full implementation of the project would take from three to five years. It is also recognized that each building would move toward implementation at a different pace given that each building possessed unique resources, priorities, and individual

strengths and weaknesses. It was recognized that a genuine evaluation of the model's efficacy could not occur until some future time when full implementation was achieved by pilot sites. An attempt was made to design data collection questions and procedures were designed to provide preliminary feedback regarding the model's utility during year one of the project as well as to support the development of training and technical assistance priorities if the project were to continue into a second year.

SRSD project evaluation activities were overseen by the project's advisory board and conducted collaboratively by the project coordinator Mary M. Browning and two consultants to the project, Dr. Marcia Davidson, Western Washington University, and Dr. Scott Stage, University of Washington.

All project evaluation efforts were designed to answer the following key questions:

1. Do the resources provided through the grant support the establishment of collaborative problem solving systems in participating pilot schools?
2. Are the problem solving efforts in which pilot sites engage supportive of effective instructional decision making? Specifically, is the process effective at supporting student progress toward mastery of the essential academic learning requirements?
3. Does the problem solving system established in pilot sites valuably inform special education eligibility decisions and provide information valuable to the development and implementation of quality IEPs?
4. What is the long- and short-term impact of such a model on special education referral and eligibility rates?

Each site was asked to provide project evaluation data that included end-of-year interviews, group data on any local curriculum-based norming cases that occurred in conjunction with the project, and individual case data on up to five cases to which the model was applied.

For additional information regarding this project, contact:

Mary M. Browning 565 SE 7th St. North Bend, WA 98045	mbdz@cnw.com 425-831-5947

Medicaid—The purpose of RCW 74.09.5256 is to obtain federal Medicaid reimbursements for health-related services by school districts to Medicaid-eligible special education students in the state of Washington. OSPI is designated as the administrative agent for overseeing program implementation. To assist in that process, OSPI selected Leader Services to serve as a statewide third party billing

agent, maintain a preexisting contract, or self-bill. This legislation requires that all districts participate fully. During the five years of the Medicaid Reimbursement Program, Washington school districts have generated over $50,000,000 in billings. This reimbursement program is responsible for introducing approximately $25,000,000 new federal dollars into Washington State for special education programs. It is anticipated that the 1998–99 school year billings will exceed $14,000,000. Currently, 273 school district are eligible to participate in the billing process.

For additional information regarding this project, contact:

Carol Nolan	cnolan@ospi.wednet.edu 360-753-6733

Internet Availability—OSPI has established a World Wide Web (WWW) server on the Washington Education Network (WEdNet). To access the server from a computer that is directly connected to the Internet, use Internet Explorer, Netscape, or any other WWW browser software, point to the uniform resource locator (URL) http://www.ospi.wednet.edu (most browsers have a menu item called "open URL"), and scroll to the bottom of the screen to find "Special Education." The special education Web site can be accessed directly by the URL http://inform.ospi.wednet.edu/sped/speced.html. This Web site includes all current and important information available from the OSPI Special Education office. The Internet addresses of OSPI Special Educatiom staff are listed on pages 9 through 11.

For additional information regarding this project, contact:

Sandy Grummick	grummick@ospi.wednet.edu 360-753-6733

Products Available

- *Attention Deficit Hyperactivity Disorder Handbook** (5/94)
- *Directory of Secondary Transition Services Model Sites in Washington State** Developed at the Center for Change in Transition Services. A collaborative endeavor of OSPI, DSHS, and UW. **Available from the Special Education Web site only.**
- *Discipline of Students with Disabilities** This document was developed in a joint effort between WEA, OSPI, and OCR. **Available from the Special Education Web site only.**
- *Evaluation and Assessment in Early Childhood Special Education: Children Who Are Culturally and Linguistically Diverse** (1/97)
- *Family/Educator Guide** (7/98)
- *A Guide to Services for Students Who Are Deaf and Hard of Hearing in the State of Washington** (4/96)
- *Identification of Students with Learning Disabilities** (10/95)
- *Mediation in Special Education* Brochure* or Booklet* (Revised 2/98)
- *Medicaid Reimbursement* (Fall 1996)
- *Meeting the Needs of All Students** (9/93)
- *Procedural Safeguards Due Process Procedures for Parents and Children** (also available in Spanish) Due to IDEA '97 Reauthorization, a **required addendum** has been developed for the procedural safeguards due process procedures. **Attach this addendum to your current procedural safeguards.**
- *Procedures for Nonpublic Agency Approval** (3/97)
- *Special Education and Institutional Education Directory for the 1998–99 School Year** (9/98)
- *Special Education Compliance Verification Sourcebook**
- *Special Education and the Law: A Legal Guide for Families and Educators*—What Parents and Educators Should Know About the Laws and Court Decisions That Affect the Education of Students with Disabilities in Washington State* (2/98)
- *Special Education Rules and Regulations** (11/95)
- *Standard Forms for Services to Students in Special Education* (1/96)
- *Special Education Summit Outcomes Document** (11/97) Summary of the Special Education Summit held at the Shoreline Center July 7 and 8, 1997.
- *Transition Guide** (10/96) Developed at the Center for Change in Transition Services. A collaborative endeavor of OSPI, DSHS, and UW. **Available from the Special Education Web site only.**
- *Report for Behaviorally At-Risk Students**

Videos Available:

- *Special Education in Washington State: It's the Right Thing to Do!* (9/93)
- *Exploring ADHD as a Health Impairment* (3/95)
- *Through the Eyes of a Teacher: A Perspective on Bilingual Education* (9/93)

*Available on Special Education Web site.

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